

THE EFFECT OF LINE SPACING,
LETTER SPACING AND FONT
IN RÉSUMÉS ON
PERSONNEL SELECTION

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CONTENTS

	PAGE
ACKNOWLEDGEMENTS	vii
LIST OF TABLES	viii
ABSTRACT	ix
CHAPTER ONE INTRODUCTION	1
CHAPTER TWO REVIEW OF THE LITERATURE	4
2.1 INTRODUCTION	4
2.2 REVIEW OF THE LITERATURE	4
2.2.1 Research about résumés	4
2.2.2 Ergonomics Literature	8
2.2.2.1 <i>Line Spacing</i>	8
2.2.2.2 <i>Letter Spacing</i>	9
2.2.2.3 <i>Font</i>	9
2.3 RATIONALE	10
2.4 DEVELOPMENT OF THE HYPOTHESES	11
2.3.1 Introduction	11
2.3.2 Line Spacing	11
2.3.3 Letter Spacing	12
2.3.4 Font	13
2.3.5 Hypotheses	14

CHAPTER THREE	METHOD	15
3.1	DESIGN OF THE STUDY	15
3.1.1	Introduction	15
3.1.2	Layout of Résumés	16
3.1.3	Independent Variables	16
3.1.3.1	<i>Line Spacing</i>	16
3.1.3.2	<i>Letter Spacing</i>	17
3.1.3.3	<i>Font</i>	17
3.1.4	Dependent Variables	18
3.2	SUBJECTS IN THE MAIN STUDY	20
3.3	RESEARCH INSTRUMENTS	28
3.3.1	Introduction	28
3.3.2	Résumés	28
3.3.3	Job Vacancy	29
3.3.4	Background Questions	30
3.4	PROCEDURE	30
3.4.1	Main Study	30
3.4.2	Manipulation Check	32
CHAPTER FOUR	RESULTS	33
4.1	METHODOLOGY FOR THE MANIPULATION CHECK	33
4.1.1	Subjects	33

4.2 RESULTS	34
4.2.1 Interview	36
4.2.2 Hire	37
4.2.3 Technology	38
4.2.4 Legibility	39
4.2.5 Suitability	40
4.2.6 Pearson's Correlation	41
 CHAPTER FIVE DISCUSSION	 43
5.1 THE SELECTION DECISION OF 'INTERVIEW GRANTING'	43
5.1.1 The effect of line spacing on interview granting	43
5.1.2 The effect of letter spacing on interview granting	44
5.1.3 The effect of font on interview granting	45
5.2 THE PERCEIVED LEGIBILITY OF THE APPLICANTS' RÉSUMÉS	46
5.2.1 The effect of line spacing on legibility	46
5.2.2 The effect of letter spacing on legibility	47
5.2.3 The effect of font on legibility	47
5.3 THE SELECTION DECISION TO 'HIRE'	48
5.3.1 The effect of letter spacing on hire	48
5.3.2 The effect of font on hire	49
5.4 THE APPLICANTS' PERCEIVED TECHNOLOGICAL ABILITY	49

5.5 THE SELECTION DECISION OF SUITABILITY	50
5.6 GENERAL DISCUSSION AND LIMITATIONS OF THE STUDY	52
5.7 IMPLICATIONS AND FUTURE RESEARCH	55
5.8 CONCLUSION	57
REFERENCES	59

APPENDICES	PAGE
1 Résumés	60
2 Different Job Titles	109
3 Job Vacancy	110
4 Background Questions	111
5 Introductory Letter	113
6 Dependent Variables	115
7 Anonymous Sheet	116
8 Résumés used in the Manipulation Check	118
9 Questions for the Manipulation Check	124
10 Analysis of Variance for Interview	125
11 Analysis of Variance for Hire	126
12 Analysis of Variance for Technology	127
13 Analysis of Variance for Legibility	128
14 Analysis of Variance for Suitability	129
15 T-tests for Interview	130
16 T-tests for Hire	131
17 T-tests for Technology	132
18 T-tests for Legibility	133
19 T-tests for Suitability	134
20 Pearson's Correlation	135
21 Letter to Debrief the Subjects	136

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LIST OF TABLES

TABLE		PAGE
1	The Layout of the Résumés	16
2	Job Titles of the Subjects	21
3	Ages of the Subjects	22
4	Number of Years Involved in the Selection of Sales Representatives	23
5	Number of Interviews Held	24
6	Highest Education Level of Subjects	25
7	Highest Education Level of Subjects of those in Category 'Other'	26
8	Number of Sales Representatives Managed	27
9	Ages of the Student Sample	33
10	Significant T-test Results	35
11	Mean Ratings and Standard Deviations for Interview	36
12	Mean Ratings and Standard Deviations for Hire	37
13	Mean Ratings and Standard Deviations for Technology	39
14	Mean Ratings and Standard Deviations for Legibility	40
15	Mean Ratings and Standard Deviations for Suitability	41

ABSTRACT

This study examined the effects of résumé format (line spacing, letter spacing and font) on the selection decisions of 'interview granting' and 'hiring', the employers' perceptions of the résumés and both the applicants' perceived technological ability and their suitability for the organisation. Eighty employers who hired Sales Representatives read a pseudo job vacancy and résumés (that differed with respect to line and letter spacing and font). Then they answered both questions based on the five dependent variables and seven background questions. The results showed that the résumé formats used did not appear to influence the decision to grant interviews. However, the decision to hire, the applicants perceived technological ability and their suitability were all sometimes affected by résumé format. The font used in the résumés did not affect any of the dependent variables.

CHAPTER ONE

INTRODUCTION

Both the increasing difficulty for employees to gain full-time employment and for employers to select the correct applicants, appear to have supported an increased interest in literature pertaining to employment selection. Although a vast amount of literature, such as the biases incurred and how to overcome them, has been written about interviews, this type of information is basically irrelevant to the applicants. Rather, they are more concerned with obtaining an interview, and in order to do so their crucial first step is to write a résumé to impress their future employer. The theory behind most of the literature about résumés is that if the information is presented in a preferred manner then this enhances the applicants chances of gaining a vacant situation.

Several authors have acknowledged the importance of a résumé from the applicant's perspective. According to Blicq (1984), 50 out of 60 applicants are likely to be "eliminated solely on the evidence they provide on paper". Other authors have also agreed that résumés are a crucial step in the selection process (Holley, Higgins & Speights, 1988; Olney, 1982). "The initial impression formed on the basis of an applicant's résumé could be instrumental in the decision to interview and ultimately to hire the applicant" (Biggs & Beutell, 1986). "The résumé gets you the interview" (Barnum, 1987). "The impression you create when presenting your credentials to a prospective employer becomes critical if you are to be selected for an interview" (Blicq, 1984). "As a result of perusal of résumés, negative first impressions and psychological or actual rejection of the candidate may occur prior to instead of during, the actual job interview" (Dipboyle, Fromkin & Wiback, 1975).

Secondly, from the employers' perspective, résumés are usually the initial step towards short-listing either for interviews or other selection processes. By using this method of short-listing, management runs the risk of either choosing the wrong candidates to interview, or choosing suitable candidates to interview but ignoring candidates who would have been better suited to the position. Consequently, résumé research that can enlighten managers as to the possible pitfalls that can occur by short-listing candidates using résumés, would appear to be advantageous. This is because the selection of an incorrect applicant can become expensive to an organisation either due to turnover costs (for example, through re-advertising the job vacancy, managerial time spent in re-selecting an incumbent or the training of the new employee) or because the full work requirement is not being reached. This point is noted by Krefting and Brief (1976) who stated "an understanding of the way in which disabled applicants are perceived and evaluated should be useful in *reducing organizational cost associated with rejecting qualified applicants*" (this author's italics). Thus, it can be seen that the "evaluation of job applicants' résumés continues to be an area with considerable practical value and research interest" (Biggs & Beutell, 1986).

If it were found that résumé format had an effect on the granting of interviews then this research would provide empirical evidence to confirm or deny the abundant anecdotal literature on résumé format. Also, if the résumé formats were important then this research would help people to write their résumés in such a way as to increase their likelihood of being granted an interview. However, this could lead to problems if people were chosen due to the influence of a better presented résumé, rather than by résumé content alone. For instance, employers might miss applicants better qualified for the organisation simply because their résumés were not as well presented.

Managers should also be made aware of the affects of résumé format, in order to learn to focus on résumé content; it is the latter that is of importance.

If it were found that certain types of résumé format were chosen over others then this would raise two further questions. Firstly, would the applicants who used this type of résumé format be more suitable for employment than applicants who did not use the preferred format or would there be no difference? Secondly, how did the applicants learn to use the preferred format?

The general structure of this research is as follows. In chapter two, the two areas of study, about résumés, are discussed. This is followed by a review of the pertinent literature concerning résumé format and the development of the hypotheses. In the third chapter the subjects, the research instruments and the research procedure are discussed. The results of the study are described in chapter four and these are discussed in chapter five. This study is concluded by references and appendices.

CHAPTER TWO

REVIEW OF THE LITERATURE

2.1 Introduction

This chapter is composed of two main sections: a review of the literature (including the rationale for this research) and the development of the hypotheses. The first section, the review of the literature, is comprised of both journal articles about résumés and ergonomics literature. The second section, the development of the hypotheses, is mainly based on the ergonomics literature.

2.2 Review of the Literature

2.2.1 *Research about résumés*

There are two areas of research with respect to résumés; résumé content and résumé format (Stephens, Watt & Hobb, 1979). The majority of the papers written about résumés appear to have focussed on résumé content. For example gender, handicaps, qualifications, race and age have all been analysed as to their effects on interview granting and/or their effects on hiring (Tosi & Einbender, 1985).

Résumé format has been defined as "the selection and presentation of the content of the résumé" (Ryland & Rosen, 1987, page 229). Stephens, Watt & Hobb (1979, page 25) similarly defined résumé format by stating it as "the structural, mechanical component of résumé preparation". The implication

taken from these definitions is that résumé format is concerned with *how* résumés are presented, rather than *what* they contain.

Several authors' appear to have believed in the affect of résumé format on the granting of an interview. For example, Lawrence & Rosendahl (1979, page 55) commented that "the non-verbal clues present in employment letters and résumés can provide valuable additional insight about the writer/applicant". Presumably the 'non-verbal' cues are the way in which a résumé is presented. Also, Reynolds (1979, page 307) stressed the importance of a well laid-out résumé. "The way in which the information is visually presented may affect the user's impression of the value of the information. There is little doubt that a well designed and printed document will be interpreted subconsciously as being more authoritative than a badly typed version". Holley, Higgins & Speights (1988, page 51) stated that "applicants should not underestimate the importance of an informative, concise and *attractive* résumé (this author's italics). Other authors (Brinkerhoff & Smith, 1986; Wells, Spinks & Hargrave, 1981; Egan, 1981; Fox, 1981; Lawrence & Rosendahl, 1979) had similarly stressed the importance of a 'neat' résumé in helping to gain an interview. Barnum (1987, page 11) also focused on form and advised applicants to "use wide margins and short blocks to make the information easy and appealing to read". Stephens *et al* (1979, page 26) stated that "if relevant information is presented to employers in a preferred manner, the chances of a favourable result are improved".

Although the area of résumé format appears to have been similarly prolific, the articles on 'how to write résumés' appear to be deficient in empirical evidence to support their statements (Ryland and Rosen, 1987; Stephens *et al*, 1979; Feild & Holley, 1976). "Much of the literature on résumé format is based on opinion and on tradition supported only by anecdotal

evidence" (Stephens *et al*, 1979, page 26). There are only two papers known to this author, in which more detailed study on aspects of résumé format, had been attempted.

The first paper is that of Ryland and Rosen (1987). Their research focused on one area of résumé format, that of chronological résumés and functional résumés. A chronological résumé is one that presents dates and places of employment in chronological order, starting from the most recent. This contrasts with the functional résumé, which emphasises qualifications, accomplishments and skills, rather than a complete work history (Ryland & Rosen, 1987). The results of this study were generally found to contradict other authors' suggestions for the most appropriate résumé. For example, it was suggested that chronological résumés were better for people with a strong work record whilst functional résumés were better for people who had a weaker career background (from Ryland *et al*, 1987). However, Ryland *et al*. (1987) not only found no significant difference for résumé format when compared to the career situation but also concluded that a functional résumé format was suitable for a wide range of jobs.

The second paper is that of Stephens *et al*.(1979). They attempted to provide more than anecdotal evidence, for preferred résumé formats, by undertaking a survey of 57 senior personnel officers. Stephens *et al*. (1979) looked at six factors:

1. order of presentation of content
2. positioning of information on the page
3. neatness
4. physical dimensions
5. italicizing
6. style

It was found that the personnel officers preferred to see applicants' education and work experience early in the résumé. (This conflicted with the finding of Ryland *et al.*, 1987). Similarly, a slight preference was held for left justified headings and ample margins whilst an adverse response occurred with respect to 'crowding of information'. Although a strong preference was held for neat résumés that were error free, most personnel officers were not adverse to the use of abbreviations in the résumés. There appeared to be no significant effect derived from the type of paper used for résumés, although coloured paper caused a slightly negative response. It was also found that single page résumés were preferred to those more lengthy. However this finding might have been biased by the way the question was asked : "single page versus multipage documents" (Stephens *et al.*, 1979, page 31). It might have been more advantageous to specify the number of pages rather than alluding to it by using the term 'multipages'. There was no significant effect from the use of italics, underlining, or capital letters. However a significant negative effect was found against 'generalizations' within résumés; personnel officers appeared to prefer résumés to be specific. Stephens *et al.* (1979) suggested that uniqueness, in résumés, appeared to be acceptable, as long as the résumé did not greatly deviate from the 'normal' format.

Although the paper by Stephens *et al.* (1979) is one step above the anecdotal evidence provided by most papers about résumé format, it still has several faults. Firstly, the paper is a survey rather than an empirical study. This means that the people answering the questions were aware of the content of the study and their answers might have been different if they had been presented with examples of the different formats and asked whether or not they would interview that applicant. Secondly, senior executives, who formally hired applicants, were used in preference to those currently hiring

applicants. It is possible that there might have been changes in hiring practice since the senior executives were involved. Thirdly, a fairly small sample size was used, with only 57 senior executive participating; a larger data base might have shown up different trends. Finally, although six different areas of résumé format were covered, there were still more areas such as letter spacing, line spacing and the type of font that could have been analysed.

2.2.2 *Ergonomics Literature*

2.2.2.1 *Line Spacing*

Although the spacing of a résumé can be altered with respect to letters, lines, words and paragraphs, this research was limited to the two former types. This is due not only to research limitations but also to the consequence of there being readily available ergonomic research. Early research (Tinker, 1963; from Poulton, 1972), on the effects of spacing between lines, suggested that increasing the space between lines had little effect on the rate of reading. A paper by Blicq (1984) stated that most résumés should use single line spacing to keep the résumé compact. However, he appears to have contradicted himself when stating also that there should be enough white space on the page due to adequate spacing between paragraphs. The area of line spacing becomes even more confusing when (Reynolds, 1979) stated that increasing the space between the lines (called 'leading') appeared to have been beneficial in improving the legibility of the type; especially for small type sizes. In a paper by Feild & Holley (1976, page 233) personnel directors were asked their opinions about résumé format. One personnel director was quoted as saying "poorly laid out, and *single spaced* résumés are given little attention" (this author's italics). Similarly, Stephens *et al.* (1979) found that crowding of information in a résumé tended to be negatively perceived.

2.2.2.2 Letter Spacing

The second type of spacing that was altered in this research was that of letter spacing. Spencer & Shaw (1971) noted that until they undertook their research there were very few studies that had looked at the effects of letter and word spacing. After several experiments, they concluded that spacing differences between letters were of little benefit with respect to legibility. A more recent paper, that of Reynolds (1979), noted that very close set letters could cause confusion in letter recognition whilst large spacing between letters "may mean that the individual letters cease to hold together as words" (Reynolds, 1979, page 322). Thus, it is important that the letter spacing is proportional to the type. A more recent paper, by Skottun & Freeman (1982), included a different idea with respect to letter spacing. Their experiment showed that letters of similar size appear to be larger, when widely spaced, than when more closely spaced; "apparent size is indeed related to spacing" (Skottun *et al*, 1982, page 111). However, they also stated that an increase in letter separation brought an increase in acuity that was more pronounced than the effect of letter separation on letter size.

2.2.2.3 Font

Although Oliver (1987) stated that a *curriculum vitae* could be handwritten, along with (Barnum, 1987), he also suggested that résumés should be typed. Interestingly, Burt (1959; from Reynolds, 1979, page 317) "found that readers of serious publications do have preferences with respect to typeface". This paper, albeit dated, is one example of differential preferences amongst readers. This author believed that this was also likely to occur with the Personnel Managers and Sales Managers who read résumés. More recently, Fox (1981, page 165) had noted indirectly that some fonts

were better than others when she emphasised that "an old college typewriter" should not be used to type résumé, rather "an IBM Selectric or Executive typewriter" would enhance the text. Stevens (1989, page 16) stated that "typing is essential". Feild *et al.* (1976) found that 81% of the personnel directors, in their study, greatly preferred the résumés to be typed. However, the only other option appeared to be a xeroxed copy; presumably also typed. Consequently, in this research laser printed résumés have been used as an alternative.

2.3 RATIONALE

There were two major problems with the previous research. Firstly, although several studies had alluded to the importance of résumé spacing and font there was no empirical evidence, known to this author, that showed that such aforementioned factors could alter whether or not an applicant was selected for an interview. Most previous research was anecdotal, or in survey form as was the case with Stephens *et al.* (1979), rather than being empirically determined.

Secondly, most of the ergonomics research and the papers on résumé format appear to have been contradictory when discussing line and letter spacing. For example, in the area of line spacing, Blicq (1984) stated that single line spacing was preferable, whilst Feild and Holley (1976) suggested that single line spacing was inappropriate for résumés.

2.4 Development of Hypotheses

2.3.1 Introduction

Although numerous authors have acknowledged the importance of résumé format on the employers' perceptions of the applicant, there appears not only to be a lack of empirical evidence supporting their statements but also to be a lack of a concise definition of the preferred format for a résumé. For example, although Reynolds (1979) believed that a 'well designed' résumé was advantageous, a definition of such a résumé was lacking. Similarly, Holley *et al.* (1988) supported the idea of an 'attractive' résumé, but also failed to acknowledge what it was. Lawrence & Rosendahl (1979) believed that 'non-verbal clues' from a résumé were important in gaining 'insight' about an applicant. However, neither the nature of the non-verbal clues nor the type of clues that would be advantageous for applicants were made clear. Also, the type of insight gained was not apparent.

2.3.2 Line Spacing

There appear to be two schools of thought with respect to line spacing. The first school of thought regarded increased line spacing irrelevant. Tinker (1963; from Poulton, 1972) believed that increasing the space between the lines was of little benefit with regard to the rate of reading. This idea was supported by Blicq (1984) who suggested single line spacing for résumés.

The second school of thought supported the idea of increased line spacing. Firstly, Reynolds (1979) believed that increasing the line spacing was beneficial for increasing the legibility of the text. Based on Reynold's paper, when managers were faced with résumés that had larger line spacing,

then the résumés should have been more legible. This could have had two effects. Firstly, if employers only spend a brief time (Rogers, 1979, from Ryland and Rosen 1987; 3 minutes or less, Pibal, 1985; 2 minutes or less, Holley *et al.*, 1988; as little as 30 seconds, Barnum, 1987) reading each résumé, then it would appear logical that if a résumé is more legible, then the employer should gain more information about the applicant. Provided that this information is 'favourable', it might lead to a better chance of gaining an interview. Secondly, if an employer were presented with a legible résumé (due to a larger leading) among several other, more closely spaced résumés, then perhaps because of the apparent ease of reading, that résumé (and consequently applicant) would be more likely to be favoured.

Secondly, one personnel manager implied that single spaced résumés were not as good as résumés with spaced lines (Feild & Holley, 1976). Thirdly, Stephens *et al.* (1979) found that crowded résumés were disliked. This author assumed that crowding would be not only due to such factors as single line and normal letter spacing but also a lack of adequate paragraph breaks.

This research should establish which type of line spacing, if any, is best for résumés with respect to interview granting, hiring, legibility and applicant suitability for the organisation.

2.3.3 Letter Spacing

The research undertaken on letter spacing is similar to that of line spacing, in that there are two schools of thought. Spencer & Shaw (1971) concluded that letter spacing was of little importance with respect to legibility. However, in opposition to these authors, Reynolds (1979) found that close set

letters could cause confusion. Similarly, Skottun *et al.*(1982) found that an increase in letter spacing brought an increase in the acuity of the text.

The aim of this research was to determine empirically which type of letter spacing was best for resumes with respect to granting of interviews, hiring, legibility and suitability.

2.3.4 Font

Several authors have suggested that a typed résumé is preferred (presumably to a xeroxed or a handwritten copy)(Barnum,1987; Oliver, 1987; Feild *et al.*, 1976). Also, early work by Burt (1959; from Reynolds, 1979) found that people did hold preferences for font. Similarly, work by Fox (1981) also suggested that the type of font used had an effect on the outcome of a résumé, but unfortunately she did not provide evidence to support her claim.

All the research suggested that typed résumés were best. However, no-one had offered any other viable option, such as a laser font. Also, there had been no empirical evidence to support any of the claims. Thus, the aim of this research was to determine empirically if typed résumés were still preferred when another type font was offered. This was an advance on comparing typed fonts to handwritten or xeroxed copies.

2.3.5 Hypotheses

HYPOTHESIS ONE : There would be a significant effect of line spacing on interview granting, hiring, legibility and the applicants' suitability for the organisation.

HYPOTHESIS TWO : There would be a significant effect of letter spacing on interview granting, hiring, legibility and the applicants' suitability for the organisation.

HYPOTHESIS THREE : There would be a significant effect of font on interview granting, hiring, the perceived technological ability of the applicants' and their suitability for the organisation.

CHAPTER THREE

METHOD

3.1 DESIGN OF THE STUDY

3.1.1 *Introduction*

The main study employed a completely crossed 2 (line spacing) x 2 (letter spacing) x 2 (font) factorial design. The independent variables were: (a) line spacing; two levels, single line spacing and one and a half line spacing (b) letter spacing; two levels, single letter spacing and spaced letter spacing (c) font; two levels, laser printed and typewritten.

3.1.2 The Layout of Résumés

Table 1. The Layout of the Résumés

LINE SPACING	LETTER SPACING	FONT	
		Typed	Laser
1	Normal	One	Five
	Spaced	Two	Six
1 1/2	Normal	Three	Seven
	Spaced	Four	Eight

NB : There were eight different categories, with 10 subjects (N=10) in each category. Eighty (N=80) subjects were used. The resumes are shown in Appendix 1.

3.1.3 Independent Variables

3.1.3.1 Line Spacing

Line spacing was either single or one and a half lines for both typewritten and laser printed résumés. Single line spacing was chosen, by the researcher, because Blicq (1984) suggested that this type of spacing was best. It was also chosen, because Tinker (1963, from Poulton, 1972)

suggested that increasing the line space between the lines had little effect on legibility.

One and a half line spacing was chosen in preference to single line spacing because it was suggested that single line spacing for résumés was inappropriate (Feild & Holley, 1976). Also, Reynolds (1979) found that increasing the spacing between the lines lead to an increased legibility.

One and a half line spacing was chosen in preference to double line spacing, in order to restrict résumés to a two page limit. This length was suggested as most suitable (Stevens, 1989; Feild & Holley, 1976). Also it meant that all résumés fitted onto two pages, rather than having the number of pages as a confounding variable.

3.1.3.2 *Letter Spacing*

Letter spacing, on the typed résumés, was either normal spacing (12 pitch) or spaced (10 pitch). Although the 12 pitch spacing is most commonly used, the 10 pitch spacing is used for University examination papers. The letter spacing used on the laser printed résumés, was either normal (0 point) or slightly spaced (1 point). To space the letters any more than this would have been unrealistic because it would not have been found in normal typing.

3.1.3.3 *Font*

Although handwritten résumés were not compared with typed resumes in this study, (Oliver, 1986) typewritten résumés were compared with those that were laser printed (New York font) in order to ascertain whether either was a determining factor when applicants were being selected for interviews,

due to legibility and/or technological differences in the résumés. Firstly, although it was doubtful whether sufficient difference in legibility, between the two fonts would occur, in order to show differential effects in the granting of interviews, the possibility had not been ruled out. Secondly, the main reason for including two different types of font in the résumés was based on the hypothesis that a laser printed font might be more favourable in gaining an interview, if the employer believed that the applicant was more 'modern' or 'up-to-date' with technological advances. (This presupposed that technological knowledge was desirable). This hypothesis was entirely supposition; there was no evidence connecting 'modernisation' with an increased interview selection rate. However, with an increase in the use of word processing facilities it was interesting to determine whether it had an effect on interview selection rates.

The typewritten résumés were typed on a Daisywheel printer with a Herald Elite type. This font was chosen by the researcher, in collaboration with the typist, both on the basis of it resembling a typewritten font and because of its common usage in day to day typing.

The laser printed résumés were written on a Macintosh Plus computer and then printed on a compatible Laser Printer. A 'New York' font was used (12 point). This font was chosen by the researcher, in collaboration with a person knowledgeable about computers, both on the basis of it 'looking' like a laser printed font and because of its common usage in University essays.

3.1.4 *Dependent Variables*

Five questions (the dependent variables) were placed after each résumé (Appendix 6). The questions related to the likelihood of an employer

granting an interview, the likelihood of hiring an applicant, the employers belief of applicants' technological awareness, the legibility of the resumes and how suitable each applicant was for the organisation. The question about interview granting was asked in order to determine the likelihood of applicants being selected for an interview, which is the purpose of a résumé.

Although applicants are not usually hired directly from a résumé without further selection procedures, this question was asked in order to determine whether or not the résumé format could have an effect on applicants being hired. Biggs & Beutell (1986) implied that although it is obvious that résumés affect the decision to interview, they could also ultimately influence the employer's decision to hire. In an attempt to measure whether or not laser printed résumés were perceived as belonging to more technologically advanced applicants, than typewritten résumés, a dependent measure of 'awareness of technology' was included.

The question pertaining to legibility was asked in order to ascertain whether or not the line and letter spacing were having an affect on the legibility of the résumés. Reynolds (1979) believed that line spacing would affect legibility whilst Spencer and Shaw (1971) believed that letter spacing would not have an affect on legibility. Finally, the 'employers' answered the question about applicant suitability for the Growrite organisation. This was in order to determine if the format of the résumés had had an effect on the employers' beliefs about the applicants' suitability for the organisation.

The questions were all on a seven-point Likert Scale, with one (1) being a negative answer and seven (7) being a positive answer.

3.2 Subjects in the Main Study

One hundred and eighty five (185) people were contacted to participate in this research. Of these, one hundred and eight (108) people replied; a 58.4% response rate. Of the 108 replies only 96 were viable, because 12 people declined to participate in the research. However, only the first ten complete replies in each of the eight sections were used.

The prerequisite for choosing the subjects, was that they were involved in the selection of Sales Representatives. Subjects who selected Sales Representatives were chosen not only because the researcher knew several people that would be willing to help but also because of the large number of Sales Representatives (and consequently people who hired them) in the work force. This enhanced the ease of gaining subjects. The names of the subjects were obtained from advertisements for Sales Representatives, from newspapers (The Press, The Star, The New Zealand Herald and The Dominion). Names were also gained from the New Zealand Business Who's Who (1988-1989) directory, people known to the researcher and from the knowledge of acquaintances.

Of the eighty subjects, sixty-seven (83.3%) were male, thirteen, (16.2%) were female. Background data was collected with respect to job title, age, number of years involved in selection, number of interviews held, education level and the number of Sales Representatives managed.

Table 2. Job Titles Of Subjects

JOB TITLE	NUMBER OF SUBJECTS	PERCENTAGE OF SUBJECTS
Sales Managers	28	35.0
Personnel Managers or Human Resource Managers	7	8.8
Other	43	53.8
Missing	2	2.5

N. B. Job titles included in 'Other' are outlined in Appendix 2.

Thirty-five percent of the subjects were Sales Managers, whilst 8.8 percent were Personnel Managers. Just over fifty-three percent of the subjects had a different job title. (The different job titles are described in Appendix 2).

Table 3. Ages of the Subjects

	NUMBER OF SUBJECTS	PERCENTAGE OF SAMPLE
Under 30 years	15.0	18.8
31 - 35 years	14.0	17.5
36 - 40 years	18.0	22.5
41 - 45 years	23.0	28.8
46 - 50 years	3.0	3.8
51 - 55 years	2.0	2.5
56 years or older	4.0	5.0
Missing	1.0	1.2
Total	80.0	100.0

Not only was a reasonable range of ages represented in this study, but also fairly equal percentages in each section from 'under 30' to 45 years were evident. Fewer subjects aged forty-five years or more were represented. Presumably, this reflected the trend of older employees to hold a 'higher status' position, than that of supervising Sales Representatives.

Table 4. Number of Years Involved in the Selection of Sales Representatives

	NUMBER OF SUBJECTS	PERCENTAGE OF SUBJECTS
One year or less	9.0	11.3
Two years	16.0	20.0
Three years	13.0	16.2
Four years	6.0	7.5
Five years	5.0	6.3
Six years	4.0	5.0
Seven years or more	26.0	32.5
Missing	1.0	1.2
Total	80.0	100.0

There was a good representation in all categories for the number of years involved in the selection of Sales Representatives. Over thirty percent of employers had had seven or more years in selecting Sales Representatives.

Table 5. Number of Interviews Held

	NUMBER OF SUBJECTS	PERCENTAGE OF SUBJECTS
1 to 5 interviews	3.0	3.8
6 to 10 interviews	6.0	7.5
11 to 15 interviews	6.0	7.5
16 to 20 interviews	7.0	8.8
21 to 25 interviews	8.0	10.0
26 to 30 interviews	5.0	6.3
31 or more interviews	44.0	55.0
Missing	1.0	1.2
Total	80.0	100.0

Fifty-five percent of the employers had held 31 or more interviews, which indicated that most of the subjects were experienced in reading résumés. A minimal 3.8 percent had held only one to five interviews, indicating that there were very few employers inexperienced at selection.

Table 6. Highest Education Level of Subjects

	NUMBER OF SUBJECTS	PERCENTAGE OF SUBJECTS
School Certificate	15.0	18.8
Sixth Form Certificate	2.0	2.2
University Entrance	14.0	17.5
Bursary	4.0	5.0
B.Sc. or B.A	13.0	16.2
M.Sc. or M.A	0.0	0.0
Other	28.0	35.0
Missing	4.0	5.0
Total	80.0	100.0

The subjects were widely varied with respect to their highest educational qualification. Almost twenty percent had School Certificate as their highest qualification, whilst almost eighteen percent had University Entrance as their highest qualification. Just over sixteen percent had a Bachelor of Science or Bachelor of Arts. Thirty-five percent had other qualifications. These are described in Table 7.

Table 7. Highest Education Level of Subjects of those in Category 'Other'

QUALIFICATION	NUMBER
A Grade Automotive (Heavy Equipment)	1
B.Com.	2
B.Bus. Studies	3
B.Eng.	1
B.Ed. (Hons)	1
Consultant	1
Diploma in Agriculture	1
Home Science Diploma	1
N.Z.C.E.	1
N.Z.I.M. Management Diploma	2
N.Z.C.S. (Paramedical)	1
N.Z.C.S. (Int.)	1
Otago Uni Business Management Course	1
PhD	1
Part of a Degree	4
Personnel Management	1
Registered Nurse	1
S.N.C. Business Studies	1
Trade Cert. Electrical	1
Trade Related	1
Trained Teacher	1

Table 8. Number of Sales Representatives Managed

	NUMBER OF SUBJECTS	PERCENTAGE OF SUBJECTS
1 to 5	31.0	38.7
6 to 10	14.0	17.5
11 to 15	4.0	5.0
16 to 20	4.0	5.0
21 to 24	1.0	1.2
25 to 30	1.0	1.2
30 plus	4.0	5.0
Missing	21.0	26.2
Total	80.0	100.0

N.B. Not all the subjects were involved in managing Sales Representatives because some were Personnel Consultants. However of the subjects managing Sales Representatives, the above numbers occurred.

The majority of the employers (38.7 percent) were supervising one to five Sales Representatives. The other major category was that of the employers who were supervising six to ten Sales Representatives (17.5 percent).

3.3 RESEARCH INSTRUMENTS

3.3.1 *Introduction*

This section covers the development of the résumés, the job vacancy and background questions used.

3.3.2 *Resumes*

The content of the three résumés was based upon various papers (Smith, 1977; Ryland & Rosen, 1987; Hayen & Jackson, 1972; Egan, 1981; Brinkerhoff & Smith, 1986; Barnum, 1987; Mies, 1975; Pibal, 1985; Holley, Higgins & Speights, 1988; Blicq, 1984). From these papers the researcher determined which areas should be included in the résumés. These were : Personal, Education, Recent Work Experience, Interests and References.

The contents of the three résumés were kept as similar as possible in order to prevent them becoming confounding variables. For example, all three applicants had the same marital status, nationality, health and gender. Their ages were all within one year of each other. Their surnames were derived from a telephone book, the only constraint being that it was a 'common name'. Their first names were invented by randomly choosing a letter of the alphabet, and then thinking of a 'common' first name.

Their addresses were fictitious, being based on the names of 'trees'. The high schools were chosen on the basis of being 'state owned schools' of similar 'status'. Each subject spent the same number of years at their high school and took very similar subjects. All applicants had an 'A' Bursary and a B.Sc. (Hons) from the same University (University of Canterbury). The work experience of each applicant was held constant, each having been employed

three times; once as a technician and twice as a sales assistant. Each applicant had two interests : one that was related to the job vacancy and another that was sports orientated and individualistic (this is important for Representatives, who spend time away from home, because then they do not have to rely on other people as partners for sports). All referees were fictitious, with the surnames being gained from common names listed in the telephone directory. The initials (for the first names) were chosen randomly. All applicants were given one 'academic' referee and two referees who were previous employers. The referees' addresses were fictitious, with the Post Office Box numbers being randomly chosen. All referees addresses were in the same city (Christchurch).

3.3.3 *Job Vacancy*

The job vacancy (Appendix 3) was developed by using a similar format to other job vacancies, found in the Christchurch Press, and this author's background knowledge from being a Sales Representative. An imaginary company (Growrite) was used. The territory to be covered and the corresponding time away from home, were common for Sales Representatives based in Christchurch.

The font used for the job vacancy was in keeping with that used on the résumés. Thus, if the résumés were laser printed then so was the job vacancy. The fonts were kept the same so that the 'employers' remained oblivious to the idea behind the research.

3.3.4 *Background Questions*

Seven background questions and a space for further comment were developed (Appendix 4). The purpose of the questions was to gain some background information about the people who were participating in the study. Consequently, the questions were focussed on the number of years the 'employers' had been involved in the selection of Sales Representatives, the number of interviews that they had held for Sales Representatives positions, their sex and age, their occupational title, educational qualifications and the number of Sales Representatives whom they managed.

The font used for the questions was in keeping with that used on the résumés; for example, if the résumés were typewritten, then so were the background questions. The fonts were kept similar in order that the 'employers' remained unaware of the idea of the research.

3.4 PROCEDURE

3.4.1 *Main Study*

Each subject was sent an introductory letter, describing the course of study that the researcher was taking at University and what was required of the subject (Appendix 5), a 'job vacancy advertisement' (Appendix 3) (complete with the 'interviewer's' name and address), and three résumés (Appendix 1). Each résumé was followed by five questions (the dependent variables) (Appendix 6) to be answered by the participant. Finally, there were 'background questions' (Appendix 4) and an anonymous sheet (Appendix 7) with a pre-stamped, pre-addressed envelope for the participant to send back the latter separately. There was also another pre-stamped, pre-addressed envelope enclosed for the applicant to send back both the résumés, 'question

sheets' and the 'background questions'. This enabled the researcher to make the replies anonymous. (It was anticipated that the subjects would answer more honestly if their answers were made anonymous).

All of the above were posted to the subjects rather than being presented with them by the researcher. It was hoped that this would prevent any bias due to seeing the researcher. The researcher was not present whilst the subjects read the résumés and answered the questions. Once the subjects were finished, they enclosed the résumés and questions in a pre-stamped, pre-addressed envelope and posted it back to the researcher. No telephone contact was made at any time.

All subjects were sent three résumés, of similar content, but with various spacing and font. For example, ten subjects were sent three résumés that were all typed and had normal line and letter spacing (Category 1). The eight different conditions, with respect to font and spacing, are shown in Table 1.

The subjects were randomly allocated to a 'category' by listing their names down the left hand-side of the page, as they were obtained, and then listing 1 to 8 inclusive down the right hand side of the page. Towards the end of the data collection, as certain categories reached the required number (N=10), subjects were allocated categories according to those that were incomplete.

The subjects were later debriefed by letter (Appendix 21).

3.4.2 *Manipulation Check*

The researcher presented the subjects (Stage two Psychology students enrolled at the University of Canterbury) with a copy of three résumés (Appendix 8) and four questions (Appendix 9). The résumés had different contents but were all of a similar format; Laser printed, New York font (12 point), normal letter spacing and one and a half line spacing.

The subjects were told:

"I am a Master's thesis student in Industrial and Organizational Psychology. My thesis is about résumés. I have three résumés that I would like you to read, and then would you please answer the four questions that follow. It should only take you 5 to 10 minutes. Please do not talk to your neighbours. I must point out to you that participation is voluntary, but I would very much appreciate it if you participated in my research. Thank you very much for your help".

After collecting the résumés and completed questions, the researcher debriefed the subjects by telling them :

"My thesis research is about the layout of résumés. I am interested in the effects of spacing (both between letters and lines) and the type of font used (laser printed versus typed) on the likelihood of an interview being granted. However before the layout of the résumés could be changed, I needed to do a manipulation check, to ensure that the content of the résumés was similar. It is in this that you participated. Later in the year I will post a summary of my results on your noticeboard so that you can see the outcome of this study. Thank you very much for your help".

CHAPTER FOUR

RESULTS

4.1. METHODOLOGY FOR THE MANIPULATION CHECK

4.1.1 *Subjects*

One hundred subjects, from the stage two Psychology course at the University of Canterbury voluntarily participated in a manipulation check. Of the one hundred participants, sixty-eight were female aged from 19 years to 42 years old and with a mean age of 23.6 years. Thirty-two males participated, aged from 18 years to 47 years old and with a mean age of 22.2 years.

Table 9. Ages of the Student Sample

AGE	NUMBER OF STUDENTS		
	MALE	FEMALE	TOTAL
Under 20 years	16	27	43
20 - 25 years	11	23	34
26 - 30 years	1	7	8
31 - 35 years	2	5	7
36 - 40 years	1	4	5
41 years and over	1	2	3

4.2 RESULTS

The mean ratings for each of the treatment conditions (line spacing x letter spacing x font) are presented in Tables 11 to 15 for each of the five dependent variables. The five dependent variables are interview, hire, technology, legibility and suitability.

Five 2 (line spacing) x 2 (letter spacing) x 2 (font) Analysis of Variance (ANOVA) were performed on the data (see Appendices 10 - 14). This was followed by several T-Tests. Finally a Pearson's Correlation between the dependent variables was performed (Appendix 20).

Table 10. Significant T-test Result

	GROUP	DIFFER BY	T VALUE	2-TAIL PROB.	SIGN.
HIRE	5	letter			
		spacing	-2.46	0.03	$p < 0.05$
	6				
TECH	1	line			
		spacing	2.37	0.03	$p < 0.05$
	3				
TECH	3	letter			
		spacing	-2.20	0.04	$p < 0.05$
	4				
SUIT	6	line			
		spacing	2.63	0.02	$p < 0.05$
	8				
SUIT	5	letter			
		spacing	-2.90	0.01	$p < 0.01$
	6				

4.2.1 Interview

For the dependent variable interview there were no significant main effects for line spacing ($E(1,72)=0.557$, n.s), letter spacing ($E(1,72)=0.062$, n.s) or font ($E(1,72)=0.404$, n.s). None of the two-way or three-way interactions were significant (Refer to Appendix 10).

This meant that line spacing, letter spacing and/or font (either individually or in various combinations) did not affect whether or not interviewers granted applicants interviews.

There were no statistically significant results from the T-tests with respect to the granting of interviews (Appendix 15).

Table 11. Mean ratings and Standard Deviations for Interview

		FONT	FONT
		Typed	Laser
LINE SPACING	LETTER SPACING		
Normal	Normal	5.37 (1.52)	4.97 (1.65)
Normal	Spaced	5.00 (1.41)	6.03 (0.85)
Spaced	Normal	4.97 (1.57)	5.53 (1.39)
Spaced	Spaced	5.20 (1.22)	4.90 (0.96)

4.2.2 Hire

For the dependent variable hire there was no significant main effect for line spacing ($E(1,72)=0.341$, n.s), letter spacing ($E(1,72)=1.906$, n.s) or font ($E(1,72)=0.003$, n.s). Similarly, there were no significant two-way interactions for either line spacing, letter spacing or font. However, there was a significant three-way interaction between line spacing, letter spacing and font, $E(1,72)=5.965$, $p<0.05$. This implied that some combination of letter spacing, line spacing and font did affect whether or not an interviewer hired a person (Refer to Appendix 11).

The T-tests showed that there was a statistically significant difference between laser printed résumés, with normal line and letter spacing (Group 5, Mean=2.47, $SD=0.72$), and laser printed résumés with normal line spacing and spacing between the letters (Group 6, Mean=3.87, $SD=1.65$, $t(18)=-2.46$, $p<0.05$, refer to Table 10). Applicants' whose résumés had spaced letter spacing were more likely to be hired.

Table 12. Mean ratings and Standard Deviations for Hire

		FONT	FONT
		Typed	Laser
LINE SPACING	LETTER SPACING		
Normal	Normal	3.10 (1.71)	2.47 (0.72)
Normal	Spaced	2.43 (1.64)	3.87 (1.65)
Spaced	Normal	2.47 (1.35)	2.93 (0.99)
Spaced	Spaced	3.47 (1.39)	2.93 (1.49)

4.2.3 Technology

There was no significant main effect for the dependent variable technology by line spacing ($E(1,72)=0.611$, n.s), letter spacing ($E(1,2)=1.459$, n.s) or font ($E(1,72)=1.822$, n.s). Also, there were no significant two-way interactions or three-way interactions for either line, letter or font (Appendix 12). This meant that line spacing, letter spacing and font (either combined or alone) had no effect on whether or not 'employers' believed that applicants had technological knowledge.

There were two statistically significant results for technology, by the T-tests (Table 10, Appendix 17). Firstly, applicants whose résumés were typed with normal letter and line spacing (Group 1, Mean=5.73, SD=0.97) were perceived as having more technological knowledge than those with typed résumés with normal letter spacing and spaced line spacing (Group 3, Mean=4.63, SD=1.11, $t(18)=2.37$, $p<0.05$). Secondly, applicants whose résumés were typed with spaced lines and letters (Group 4, Mean=5.67, SD=0.99) were believed to have a higher technological awareness than those whose résumés were typed with spaced lines and normal letters (Group 3, Mean=4.63, SD=1.11, $t(18)=-2.20$, $p<0.05$).

Table 13. Mean ratings and Standard Deviations for Technology

		FONT	FONT
		Typed	Laser
LINE SPACING	LETTER SPACING		
Normal	Normal	5.73 (0.96)	5.37 (0.96)
Normal	Spaced	5.87 (0.82)	5.20 (1.33)
Spaced	Normal	4.63 (1.11)	5.23 (1.23)
Spaced	Spaced	5.67 (0.99)	5.37 (0.90)

4.2.4 Legibility

There was no significant main effect for the dependent variable legibility by line spacing ($E(1,72)=0.126$, n.s), letter spacing ($E(1,72)=0.790$, n.s) or font ($E(1,72)=0.284$, n.s). Similarly, there were no significant two-way interactions or three-way interactions between line, letter or font (Appendix 13).

There were no statistically significant T-tests for Legibility (Appendix 18).

Table 14. Mean Ratings and Standard Deviation For Legibility

		FONT	FONT
		Typed	Laser
LINE SPACING	LETTER SPACING		
Normal	Normal	5.50 (1.44)	5.67 (0.97)
Normal	Spaced	5.60 (1.54)	5.83 (1.24)
Spaced	Normal	5.23 (1.19)	5.40 (1.40)
Spaced	Spaced	6.17 (0.79)	5.20 (1.32)

4.2.5 Suitability

For the dependent variable suitability, there were no significant main effects for line spacing ($F(1,72)=0.851$, n.s), letter spacing ($F(1,72)=2.843$, n.s) or font ($F(1,72)=3.766$, n.s). Also, there were no significant two-way interactions or three-way interactions between either line spacing, letter spacing and/or font (Appendix 14).

There were two significant results from the T-tests (Table 10, Appendix 19). Firstly, applicants whose résumés were laser printed with spaced letters and normal line spacing (Group 6, Mean=5.27, $SD=0.73$) were perceived as being more suitable for the Growrite organisation than those whose résumés were laser printed with spaced letter and spaced lines (Group 8, Mean=4.13, $SD=1.15$, $t(18)=2.63$, $p<0.05$). Secondly, applicants whose résumés were laser printed with normal line spacing and spaced letters (Group 6, Mean=5.27, $SD=0.73$) were perceived as being more suitable for the Growrite organisation than those with laser printed résumés with both single line

spacing and normal letter spacing (Group 5, Mean=4.13, SD=0.99, $t(18)=-2.90$, $p<0.01$).

Table 15. Mean Ratings and Standard Deviations for Suitability

		FONT	FONT
		Typed	Laser
LINE SPACING	LETTER SPACING		
Normal	Normal	4.67 (1.67)	4.13 (0.99)
Normal	Spaced	4.53 (1.23)	5.27 (0.73)
Spaced	Normal	3.57 (0.99)	4.33 (1.22)
Spaced	Spaced	4.33 (1.18)	4.13 (1.15)

4.2.6 Pearson Correlation Coefficient

To determine if the dependent variables were correlated, a Pearson's Correlation was carried out. The results are presented in Appendix 20. Suitability correlated highly with the other dependent variables; interview (0.72), hire (0.36), technology (0.47), legibility (0.52). Legibility correlated highly with both interview (0.43) and technology (0.44). Also, interview and technology were correlated (0.39).

The most highly correlated was that of interview by suitability (0.72). Naturally, 'interviewers' are likely to grant applicants' interviews only if they believe that the applicants would be suitable for the organisation. Similarly, although to a lesser extent, hire correlated with suitability (0.36); interviewers are only likely to hire applicants if they are suitable for the organisation.

Technology also correlated highly with suitability (0.47); the implication being that if applicants are perceived as being technologically 'aware' then they are also suitable for the organisation. Also, legibility correlated highly with suitability (0.52). This indicated that if the interviewers believed that the applicants' résumés were legible, then they were also more likely to believe the applicants to be suitable for the organisation.

Interview and legibility also correlated highly (0.43). This suggested that interviewers were more likely to grant interviews if they believed that the résumés were legible. Technology and legibility were also highly correlated (0.44). The implication that could be drawn was that if applicants were perceived as being technologically aware, then their résumés were also likely to be perceived as legible. Finally, the last significantly correlated dependent variables were that of interview and technology (0.39). This suggested that for interviewers to grant interviews they were also likely to hold the belief that the applicants were aware of technological developments.

Interview and hire correlated weakly (0.26), as did hire and technology (0.16), and hire and legibility (0.18).

CHAPTER FIVE

DISCUSSION

In this chapter the effects of line spacing, letter spacing and font will be discussed with reference to each of the five dependent variables (interview granting, hiring, perceived legibility of the résumés, the applicants' perceived technological ability, and the applicants' suitability for the Growrite organisation).

5.1 The Selection Decision of 'Interview Granting'

5.1.1 *The effect of line spacing on interview granting*

The Analysis of Variance for line spacing, letter spacing and font by interview was not significant. This meant that line and letter spacing and/or font (either individually or in various combinations) had no affect on the likelihood of 'employers' granting interviews. These findings did not support Hypotheses one, two and three.

Hypothesis one was that there would be a significant effect of line spacing on interview granting, hiring, legibility and the applicants' suitability for the organisation. The part of the hypothesis concerned with interview granting was based on the findings of several authors. Firstly, Reynolds (1979) found that a larger spacing between the lines increased legibility. It was thought that the benefit of an increase in legibility, due to increased line spacing, would carry over to interview granting. However, this idea did not

appear to be supported. Secondly, Feild *et al.* (1976) quoted a personnel manager who believed that résumés with single spaced lines, were somewhat ignored. This implied that a larger leading, in résumés, was more likely to lead to interviews being granted. Again, the findings of this research did not support the suggestions made by Field *et al.* (1976). Thirdly, Stephens *et al.* (1979) found that crowded résumés were disliked. It was assumed that crowding was due to such factors as line spacing; presumably crowded résumés had single line spacing. However, this research did not support the findings of Stephens *et al.* (1979) with respect to interview granting.

Blicq (1984) suggested that single line spacing was best for résumés in order to keep them compact. The implication taken from Blicq's (1984) work was that if résumés were compact then they might be more likely to attract interviews. Consequently, this research used single line spacing and compared it with a larger leading of one and a half lines. However, the results of this research indicated that there was no difference between single line spacing and one and a half line spacing on their effect of interviews being granted. This conclusion was similar to that of Tinker (1963; from Poulton, 1972) who found that increasing the line spacing had little affect on the rate of reading.

5.1.2 *The effect of letter spacing on interview granting*

Hypothesis two was that there would be a significant effect of letter spacing on interview granting, hiring, legibility and the applicants' suitability for the organisation. The effect of letter spacing on interview granting was based on the work of three authors. Firstly, Skottun *et al.* (1982) found that an increase in letter spacing not only appeared to make letters look larger but also, more importantly, caused an increase in acuity. This author hoped that

an increase in acuity and letter size, due to larger spacing, might make 'employers' more likely to grant interviews. Also, Reynolds (1979) found that close set letters could cause confusion, implying that spaced letters enhanced the legibility of the text. However, the Analysis of Variance found no difference between 'normal' or 'spaced' letters on the likelihood of interviews being granted. Thus, it appeared that the two letter spacings employed in this research were irrelevant factors in influencing the granting of interviews.

Perhaps there was insufficient difference between the two types of letter spacing used in order to give a difference in acuity. (Although it would have been interesting to include larger letter spacings, these would have been unrealistic because they would not have been found in reality). Thus, if there was insufficient difference between the letter spacings for a difference in acuity, then this might account for why there was no effect from letter spacing on the likelihood of interviews being granted.

It would have been interesting to include a question about the acuity of the résumés. However, not only would this have alerted the subjects as to the purpose of the study but it would have been unlikely that any difference would have been found for acuity between 'normal' and 'spaced' letters. This sort of testing would require more than questions; rather psychological apparatus would have been required. For example, Scottun *et al.* (1983) measured the acuity of the letters using a zoom projection system. Letter size was set below the threshold and increased until all letters could be identified.

5.1.3 *The effect of font on interview granting*

Hypothesis three was that there would be a significant effect of font on interview granting, hiring, the perceived technological ability of the applicants'

and their suitability for the organisation. Although there was no evidence backing this hypothesis, Burt (1959; from Reynolds, 1979) noted that authors' do hold preferences for different fonts. Also, Fox (1981) suggested that some fonts are better than others. However an Analysis of Variance found no difference between the fonts used in this research on the likelihood of an interview being granted.

There were no statistically significant T-tests for Interview by line spacing, letter spacing or font.

5.2 The Perceived Legibility of The Applicants' Résumés

5.2.1 *The effect of line spacing on legibility*

Although Reynolds (1979) found that an increase in line spacing had an associated increase in legibility (part of hypothesis one), this finding was not supported in this research. An Analysis of Variance found no significant differences between résumés with single line spacing or one and a half line spacing for legibility.

Perhaps this was due to the wording of the legibility question. Several of the subjects queried the definition of legibility. Some other subjects appeared to be confused as to the meaning of legibility. For example, legibility appeared to be linked to the amount of information, rather than interpreted as "easily read, clear" (Ostler, 1976). "Although the information you have supplied is legible, it is not enough to make a good decision", "The résumés while legible only carried a minimum of information", "Although these resumes are 'legible' they do not include enough information to make a

satisfactory conclusion". Even those who did not query 'legibility' perhaps were not interpreting it as expected. Any doubts as to the interpretation of the questions might have been allayed if a definition of legibility had been included.

5.2.2 The effect of letter spacing on legibility

The Analysis of Variance found no difference between the legibility of the résumés when 'normal' and 'spaced' letters were used. This result was supported by Spencer and Shaw (1971) who concluded that differences in letter spacing bore little relevance to legibility. However, as some of the subjects appeared to be uncertain as to the definition of legibility these findings might be incorrect. Consequently, it might have been advantageous to have provided a definition for legibility so that all subjects held the same definition. Alternatively legibility might have been better measured by apparatus rather than by a question.

5.2.3 The effect of font on legibility

The Analysis of Variance showed that the perceived legibility of the résumés was no different irrespective of the type of font used. Thus the 'New York' font (laser printed) and the 'Herald Elite' font (typewritten) did not affect the perceived legibility of the résumés. Again this might be due to the misunderstanding of the term legibility. Also if different fonts had been employed in such research, then the outcome might have been different. For example, the Helvetica font (a laser printed font) is more rounded and looks less like a typewritten font than does the New York font.

There were no two-way or three-way interactions for line spacing, letter spacing and font for legibility. Similarly, there were no statistically significant T-tests for legibility by line and letter spacing, or font.

5.3 The Selection Decision of 'Hire'

The statistical analysis for line spacing, letter spacing and font showed that there was no main effect or two-way interaction for the likelihood of applicants being hired (by résumé only). Thus, hypotheses one, two and three were not supported by the ANOVA results.

The Analysis of Variance showed a significant three-way interaction for hire. This implied that some combination of line spacing, letter spacing and font did affect the likelihood of applicants being hired. However, these findings were not realistic because the subjects were told that they would have to hire the applicants by résumé alone, without an interview. Some of the subjects commented that they would not hire applicants without first granting an interview. "I would never employ any person without an interview", "The purpose of a résumé is to get an interview, not to get a job offer!"

5.3.1 *The effect of letter spacing on hire*

Although the Analysis of Variance showed no main effect for letter spacing on the hiring of applicants, one statistically significant T-test was found (Table 10). It was found that if the font (laser) and line spacing (normal)

were kept constant then applicants' whose resumes had spaced letters, were more likely to be hired. This supported hypothesis two.

5.3.2 *The effect of font on hire*

The Analysis of Variance for hire by font was not significant. Thus, this implied that neither the typewritten nor the laser printed fonts used in this study, were different in their effects on the likelihood of applicants being hired. The New York font was used as the laser printed font in this study because of its common usage. However, if the font used for the laser printed résumés had looked even more different from the typewritten look, such as a 'rounder' font (Helvetica) a significant difference might have occurred.

5.4 The Applicants' Perceived Technological Ability

There was no statistically significant main effect from the Analysis of Variance for line spacing or letter spacing on the 'employers' opinion of the applicants' technological knowledge. Similarly there were no significant two-way or three-way interactions between line spacing, letter spacing and font for technology. However, there were two statistically significant T-test results for technology (Table 10). Firstly, it was found if font (typed) and letter spacing (normal) were kept constant, then applicants' whose résumés had single line spacing were more likely to be considered as being 'technologically aware'. Secondly, it was found that applicants who had typed résumés with spaced line spacing were more likely to be considered technologically advanced if they had spaced letters rather than normally spaced letters. Neither of these findings was hypothesised. Rather it was expected that a difference in font

would have been associated with a difference in applicants' technological ability. Thus hypothesis three was not supported.

Perhaps the question pertaining to technology should have been phrased differently, in order to determine if laser printing was seen as more modern/advanced. However, it was difficult to phrase it any other way, without alerting the 'employers' as to the purpose of the study. It was also likely that some 'employers' were unfamiliar with computer fonts and laser printers, and may have perceived the laser printed font as a typewritten one. It could have been worthwhile to check with another group of 'employers', not used in the main study, to see if they could tell the difference between the typewritten and laser fonts. Also, several subjects queried the term 'technology'. This study might have been improved if a definition of technology had been included.

The results of this study are viable only for New Zealand conditions. Perhaps if this study had been carried out with British or American subjects, a different result might have been obtained, assuming that the English or American managers had more knowledge about computer fonts and laser printing.

5.5 The Selection Decision of Suitability

There was no main effect from the Analysis of Variance for either line spacing, letter spacing or font on the employers' belief of the applicants' suitability for the Growrite organisation. There were no significant two-way or three-way interactions for line spacing, letter spacing or font for the applicants' suitability to the Growrite organisation.

Although the Analysis of Variance found no significant effects of the independent variables on the applicants' suitability for the Growrite organisation, two significant T-tests were found. Firstly, it was found that if font (laser) and line spacing (single) were kept constant then applicants whose résumés had spaced letters were more likely to be seen as suitable for the organisation. This finding supported hypothesis two. Secondly, applicants who had laser printed résumés with spaced letters and single line spacing were more likely to be seen as suitable for the organisation compared to the applicants whose résumés had spaced lines. These findings supported hypothesis one.

Although letter spacing and line spacing appear to have had some affect on the employers' perception of the applicants' suitability for the organisation, résumé content also appears to be important. For example some 'employers' stated that they could not comment on the applicants' suitability to the Growrite organisation, without further information. One subject stated that "I found questions 2 and 5 almost impossible to answer" (question 2 was about hiring, and question 5 about suitability). They further insinuated that they needed to meet the people to determine whether or not they were both suitable for the Growrite organisation and should be hired. Presumably, they required more information about the Growrite organisation as well as the applicants. This research could have been improved by running a pre-test on similar 'employers' and asking them what information they required in order to answer the suitability question. The inclusion of a definition might have ensured that all 'employers' similarly perceived suitability.

5.6 General Discussion and Limitations

The contents of the resumes employed in this research appear to have been both unrealistic and deficient in information, according to some subjects' comments. Firstly, the résumés did not appear to be from people whom employers would expect to apply for a Sales Representatives' position. Employers appeared to expect applicants who had had previous experience in being a Sales Representative, rather than graduates. Consequently, the employers appeared to be hesitant about hiring graduates who lacked previous sales experience. For example, "my main reason/hesitation in appointing a graduate to a sales position of this calibre is I would question the time they are likely to stay before they were bored and looking to move on", "I would probably in reality disregard them for people with more varied experience who have a real idea of what it is really like to be 'out on the road' day in and day out", "Often lab technicians do not make good reps because they tend to be too analytical and structured", "the reason I have marked none of them as being very suitable for the job is that if I were hiring a rep I would be looking for someone who had had more life experience in their years than what I think these people have had", "I am intrigued as to why they would want to move into a sales role...my personal belief is these three applicants would get bored with the job and I don't think any of them are ideal candidates", "I feel your scenario is a little artificial in view of today's market...very few companies would hire anyone without a very strong sales or product background", "although these applicants were well qualified academically, they lacked commercial experience", "lack of sales outside of counter type in a shop, would make me very nervous about employing any of these applicants", "the most qualified people can often be the worst salespeople as academics seen to overlook common sense".

In opposition to this, some employers stated that the applicants were suitable by such comments as "All qualifications etc. are excellent!", "The résumés presented in this survey are ideal", "The three résumés...are all very eligible".

Secondly, according to some employers the résumés were deficient with respect to their content. Comments such as "Résumé should note whether applicant has a clean driver's licence...telephone number", "No résumé indicates an ability to drive a motor vehicle", "Each of the résumés is lacking any real data" occurred. However, the opinions that the résumés were deficient were also balanced by comments such as "the C.V.'s are all excellent". This research might have been improved if a group of subjects, similar to the employers used in the main study, were asked about the reality of the résumés' content in relation to the job vacancy, before the résumés were posted.

There appeared to be a problem with answering the questions relating to the dependent variables (interview, hire, technology, legibility and suitability). Some subjects felt that there was not enough information given to answer the questions; "very difficult to answer some questions given the information", "the advertisement for the position is not definite enough. What are you selling". These problems might have been improved had the job vacancy been elaborated with respect to the products being sold. Normally the employers would already have such knowledge.

Even though subjects were not asked, most volunteered the information that the content of résumés were similar (as checked in the manipulation study by University Students). This was reflected in their comments "the background of the applicants is so similar as to make it

impossible to differentiate on paper", "the résumés are obviously reasonably similar", "I can not quite see the purpose in presenting three résumés that are all the same except for their ages", "all three résumés are very similar", "all résumés virtually read the same", "their achievements interests and backgrounds are quite similar". Thus, although the external validity might have been improved by using real employers rather than students to check the content of the resumes, in this research the external validity would not appear to have been a problem.

Two problems relating to the subjects arose in this research. Firstly, some subjects did not answer some of the questions. This might have been less prevalent if it was stated that subjects should attempt to answer all the questions. Secondly, although some subjects were prompt in replying, others appeared to be unaware of any time frame, and replies were sometimes received three months later. This problem might have been partly overcome if subjects had been requested to reply as soon as possible.

5.7 Implications and Future Research

The results of this research indicated that aspects of résumé format, such as line spacing and letter spacing were not as important, with respect to gaining an interview, as many researchers (Stevens, 1979; Reynolds, 1979; Holley *et al*, 1985; Wells *et al*, 1981; Egan, 1981; Fox, 1981; Lawrence *et al*, 1979; Stephens *et al*, 1979; Barnum, 1987) would have had us believe. (This implied that it was the content of the résumés that affected the decision to grant interviews). However, this research found that some aspects of résumé format could affect the decision to hire, and both the perceptions of the applicants 'technological ability' and their 'suitability' for the organisation. This posed three questions. Firstly, some of the ergonomics literature suggested that various line and letter spacing could affect the legibility of the text (Reynolds, 1979; Skottun *et al*, 1982). It was believed that differences in legibility would affect the personnel decisions. However, although there were no differences in legibility, found between the résumés, there were still some differences with respect to decision to hire, perceived technological ability and perceived suitability for the organisation. Thus, if legibility differences, due to various combinations of letter and line spacing do not affect the decision to hire, and the perceptions of technological ability and suitability, future research must determine *why* these spacing combinations influence some of the dependent variables. (As discussed earlier, there may be a legibility difference, but it might not be evidence due to the method used to detect it).

Secondly, this author believed that the decision to grant interviews would be partially based on the employers' perceptions of the applicants' suitability for the organisation. If this is a true assumption (and there is no evidence to suggest that it is other than the factors are highly correlated [0.72,

Appendix 20]), then the two combinations of line and letter spacing that did have an affect on the applicants' suitability should have affected the decision to grant interviews. However, this did not occur. Perhaps there are other factors affecting the decision to grant interviews, other than just suitability. Future research should determine what other factors can affect the decision to grant an interview. Thirdly, future research should determine *how* the applicants learnt to use the favourable formats for increasing their chances of being hired, their suitability and their technological ability.

It was found that applicants' whose résumés were laser printed with single line spacing and spaced letters were more likely to be perceived as suitable for the organisation. Future research should focus on whether or not applicants who do have these résumés are actually better suited to the organisation. This could require 'hiring' both résumé suitable and unsuitable applicants and analysing their actual suitability in the organisation (perhaps as determined by performance). It could be that there is no difference in reality (between resume suitable and unsuitable applicants) because in this study some employers stated that they could not determine applicants' suitability without interviewing them.

This research should also be replicated, but with certain changes. Firstly, the New York font should be replaced by a font (such as Helvetica) that does not look typewritten. Secondly, different groups of employers should be tested, rather than just those who select Sales Representatives. Finally, a larger sample size should be employed rather than the total of eighty employers used. This would ensure suitable numbers in order to achieve adequate statistical analysis. According to Minium (1978) small numbers, when employing a T-test, can present a high risk of failure to find a difference between the means.

Although Stephens *et al.*(1979) have surveyed several aspects about résumés, there is still a need for empirically determining the importance of these factors with respect to whether or not interviews are granted. Firstly, certain aspects of 'positioning of information on the page' should be analysed. This should include factors such as margins, centring, left justification and reverse indentation of paragraphs. Secondly, the effects of neatness should be determined. A survey by Mansfield (1976) also found that employers considered neatness as an important factor in the decision to grant interviews. Stephens *et al.*(1979) considered 'neatness' to include a clean copy, spelling, proper grammar and use of abbreviations. Thirdly, the important physical dimensions of resumes could be determined. This would include such factors as paper quality and length. Finally, the influence of italics, underlining and capital letters on interview granting should be determined.

Research about these physical factors should be limited not only to résumés, but it should also extent to cover letters. In reality employers not only receive résumés but they also receive cover letters as part of the job applications.

5.8 CONCLUSION

The findings of this study supported several conclusions :

1. The different combinations of résumé format used in this research did not appear to have influenced the employers' decision to grant interviews.

2. Certain combinations of line and letter spacing did affect the decision to hire and both the applicants' perceived technological ability and suitability for the organisation.

3. Font did not appear to be an important factor in personnel selection decisions.

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APPENDIX 1 Resumes for Category One

RESUME 1PERSONAL

Name : [REDACTED]
Birthdate : [REDACTED]
Marital Status : Single
Nationality : New Zealander
Health : Excellent
Address : 1 Lime Street, Christchurch.

EDUCATION

High School : Cashmere High School,
Christchurch, (1975 - 1979).
Subjects (Seventh form) : Biology, Chemistry, Mathematics,
Geography, English.
Grade : 'A' Bursary.
University : B.Sc. (Honours) in Botany, 1983,
University of Canterbury.

RECENT WORK EXPERIENCE

February 1985 - Present :
Technician at Lincoln College in Plant Genetics Section.
Duties : Set up laboratories for students. Grow plants.

November 1983 - January 1985 :
Sales Assistant in a bookshop.

Duties : Actively promote the sales of books and magazines.
Assist in wrapping of items and monetary transactions.

November 1982 - February 1983 :
Sales Assistant at plant nursery during University vacation.

Duties : Assist with advice about plants and garden
equipment. Sell to customers.

INTERESTS

Growing Orchids, Aerobics.

REFERENCES

- | | |
|---|---|
| 1. Dr. A. Moffatt,
Lecturer in Botany,
University of Canterbury,
Private Bag,
CHRISTCHURCH 5. | 2. Ms. J. Ross,
Manageress,
Greenleaves Nursery,
P.O. Box 1556,
CHRISTCHURCH. |
| 3. Mr. N. Glasses,
Manager,
Bookworm Bookshop Ltd,
P.O. Box 1234,
CHRISTCHURCH. | |

RESUME 2PERSONAL

Name : [REDACTED]
Birthdate : [REDACTED]
Marital Status : Single
Nationality : New Zealander
Health : Excellent
Address : 2 Elm Street, Christchurch.

EDUCATION

High School : Hornby High School,
Christchurch, (1976 - 1980).
Subjects (Seventh form) : Biology, Mathematics, Chemistry,
English, History.
Grade : 'A' Bursary.
University : B.Sc. (Honours) in Botany, 1984,
University of Canterbury.

RECENT WORK EXPERIENCE

February 1986 - Present :
Technician at University of Canterbury, Botany Department.

Duties : Prepare laboratories for students. Grow plants
required for experiments.

October 1984 - January 1986 :

Sales Assistant in a clothing store.

Duties : Assist customers with style/colour/size. Monetary transactions.

October 1983 - January 1984 :

Sales Assistant at local garden shop during University vacation.

Duties : Sales to customers. Arranging displays.

INTERESTS

Gardening, Jogging.

REFERENCES

- | | |
|--|--|
| 1. Mr. B. Dunlop,
Biology Teacher,
Hornby High School,
CHRISTCHURCH. | 2. Ms. A. Weed,
Manageress,
Planters Nursery,
P.O. Box 5432,
CHRISTCHURCH. |
| 3. Ms. F. Cloth,
Manageress,
Clotheshorse Boutique,
P.O. Box 3251,
CHRISTCHURCH. | |

RESUME 3PERSONAL

Name : [REDACTED]
Birthdate : [REDACTED]
Marital Status : Single
Nationality : New Zealander
Health : Excellent
Address : 3 Oak Street, Dunedin.

EDUCATION

High School : Linwood High School,
Christchurch, (1974 - 1978).
Subjects (Seventh form) : Biology, Physics, Chemistry,
Mathematics, English.
Grade : 'A' Bursary.
University : B.Sc. (Honours) in Botany, 1982,
University of Canterbury.

RECENT WORK EXPERIENCE

February 1984 - Present :
Technician at Otago University, Botany Department.

Duties : Raise plants for experiments. Set up laboratory
equipment for students.

November 1982 - January 1984 :

Sales Assistant in a costume jewellery shop.

Duties : Sell to and advise customers about jewellery. Arrange displays.

November 1980 - January 1981 :

Sales Assistant at garden centre during University holidays.

Duties : Advise customers. Promote sales of plants.

INTERESTS

Indoor potplants, Jazz ballet.

REFERENCES

- | | |
|--|---|
| 1. Ms. A. Edmonds,
Manageress,
First Stop Jewellery,
P.O. Box 4321,
CHRISTCHURCH. | 2. Mr. C. Shore,
Manager,
Digwell Garden Centre,
P.O. Box 1051,
CHRISTCHURCH. |
| 3. Dr. D. Greenhouse,
Lecturer,
Botany Department,
University of Canterbury,
CHRISTCHURCH. | |

APPENDIX 1 Resumes for Category Two

RESUME 1PERSONAL

Name : [REDACTED] [REDACTED]
Birthdate : [REDACTED] [REDACTED] [REDACTED]
Marital Status : Single
Nationality : New Zealander
Health : Excellent
Address : 1 Lime Street, Christchurch.

EDUCATION

High School : Cashmere High School,
Christchurch, (1975 - 1979).
Subjects (Seventh form) : Biology, Chemistry,
Mathematics, Geography,
English.
Grade : 'A' Bursary.
University : B.Sc. (Honours) in Botany,
1983, University of
Canterbury.

RECENT WORK EXPERIENCE

February 1985 - Present :
Technician at Lincoln College in Plant Genetics Section.
Duties : Set up laboratories for students. Grow plants.

November 1983 - January 1985 :

Sales Assistant in a bookshop.

Duties.: Actively promote the sales of books and magazines. Assist in wrapping of items and monetary transactions.

November 1982 - February 1983 :

Sales Assistant at plant nursery during University vacation.

Duties : Assist with advice about plants and garden equipment. Sell to customers.

INTERESTS

Growing Orchids, Aerobics.

REFERENCES

- | | |
|---|---|
| 1. Dr. A. Moffatt,
Lecturer in Botany,
University of Canterbury,
Private Bag,
CHRISTCHURCH 5. | 2. Ms. J. Ross,
Manageress,
Greenleaves Nursery,
P.O. Box 1556,
CHRISTCHURCH. |
| 3. Mr. N. Glasses,
Manager,
Bookworm Bookshop Ltd,
P.O. Box 1234,
CHRISTCHURCH. | |

RESUME 2PERSONAL

Name : [REDACTED]
Birthdate : [REDACTED]
Marital Status : Single
Nationality : New Zealander
Health : Excellent
Address : 2 Elm Street, Christchurch.

EDUCATION

High School : Hornby High School,
Christchurch, (1976 - 1980).
Subjects (Seventh form) : Biology, Mathematics,
Chemistry, English, History.
Grade : 'A' Bursary.
University : B.Sc. (Honours) in Botany,
1984, University of
Canterbury.

RECENT WORK EXPERIENCE

February 1986 - Present :
Technician at University of Canterbury, Botany
Department.

Duties : Prepare laboratories for students. Grow plants
required for experiments.

October 1984 - January 1986 :

Sales Assistant in a clothing store.

Duties : Assist customers with style/colour/size.
Monetary transactions.

October 1983 - January 1984 :

Sales Assistant at local garden shop during University vacation.

Duties : Sales to customers. Arranging displays.

INTERESTS

Gardening, Jogging.

REFERENCES

1. Mr. B. Dunlop,
Biology Teacher,
Hornby High School,
CHRISTCHURCH.

2. Ms. A. Weed,
Manageress,
Planters Nursery,
P.O. Box 5432,
CHRISTCHURCH.

3. Ms. F. Cloth,
Manageress,
Clotheshorse Boutique,
P.O. Box 3251,
CHRISTCHURCH.

RESUME 3PERSONAL

Name : [REDACTED] [REDACTED]
Birthdate : [REDACTED] [REDACTED] [REDACTED]
Marital Status : Single
Nationality : New Zealander
Health : Excellent
Address : 3 Oak Street, Dunedin.

EDUCATION

High School : Linwood High School,
Christchurch, (1974 - 1978).
Subjects (Seventh form) : Biology, Physics, Chemistry,
Mathematics, English.
Grade : 'A' Bursary.
University : B.Sc. (Honours) in Botany,
1982, University of
Canterbury.

RECENT WORK EXPERIENCE

February 1984 - Present :

Technician at Otago University, Botany Department.

Duties : Raise plants for experiments. Set up laboratory
equipment for students.

November 1982 - January 1984 :

Sales Assistant in a costume jewellery shop.

Duties : Sell to and advise customers about jewellery.
Arrange displays.

November 1980 - January 1981 :

Sales Assistant at garden centre during University
holidays.

Duties : Advise customers. Promote sales of plants.

INTERESTS

Indoor potplants, Jazz ballet.

REFERENCES

- | | |
|--|---|
| 1. Ms. A. Edmonds,
Manageress,
First Stop Jewellery,
P.O. Box 4321,
CHRISTCHURCH. | 2. Mr. C. Shore,
Manager,
Digwell Garden Centre,
P.O. Box 1051,
CHRISTCHURCH. |
| 3. Dr. D. Greenhouse,
Lecturer,
Botany Department,
University of Canterbury,
CHRISTCHURCH. | |

APPENDIX 1 Resumes for Category Three

RESUME 1PERSONAL

Name : [REDACTED]

Birthdate : [REDACTED]

Marital Status : Single

Nationality : New Zealander

Health : Excellent

Address : 1 Lime Street, Christchurch.

EDUCATION

High School : Cashmere High School,
Christchurch, (1975 - 1979).

Subjects (Seventh form) : Biology, Chemistry, Mathematics,
Geography, English.

Grade : 'A' Bursary.

University : B.Sc. (Honours) in Botany, 1983,
University of Canterbury.

RECENT WORK EXPERIENCE

February 1985 - Present :

Technician at Lincoln College in Plant Genetics Section.

Duties : Set up laboratories for students. Grow plants.

November 1983 - January 1985 :

Sales Assistant in a bookshop.

Duties : Actively promote the sales of books and magazines.

Assist in wrapping of items and monetary transactions.

November 1982 - February 1983 :

Sales Assistant at plant nursery during University vacation.

Duties : Assist with advice about plants and garden equipment. Sell to customers.

INTERESTS

Growing Orchids, Aerobics.

REFERENCES

- | | |
|---|---|
| 1. Dr. A. Moffatt,
Lecturer in Botany,
University of Canterbury,
Private Bag,
CHRISTCHURCH 5. | 2. Ms. J. Ross,
Manageress,
Greenleaves Nursery,
P.O. Box 1556,
CHRISTCHURCH. |
| 3. Mr. N. Glasses,
Manager,
Bookworm Bookshop Ltd,
P.O. Box 1234,
CHRISTCHURCH. | |

RESUME 2PERSONAL

Name : [REDACTED]

Birthdate : [REDACTED]

Marital Status : Single

Nationality : New Zealander

Health : Excellent

Address : 2 Elm Street, Christchurch.

EDUCATION

High School : Hornby High School,
Christchurch, (1976 - 1980).

Subjects (Seventh form) : Biology, Mathematics, Chemistry,
English, History.

Grade : 'A' Bursary.

University : B.Sc. (Honours) in Botany, 1984,
University of Canterbury.

RECENT WORK EXPERIENCE

February 1986 - Present :

Technician at University of Canterbury, Botany Department.

Duties : Prepare laboratories for students. Grow plants
required for experiments.

October 1984 - January 1986 :

Sales Assistant in a clothing store.

Duties : Assist customers with style/colour/size. Monetary transactions.

October 1983 - January 1984 :

Sales Assistant at local garden shop during University vacation.

Duties : Sales to customers. Arranging displays.

INTERESTS

Gardening, Jogging.

REFERENCES

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|--|--|
| 1. Mr. B. Dunlop,
Biology Teacher,
Hornby High School,
CHRISTCHURCH. | 2. Ms. A. Weed,
Manageress,
Planters Nursery,
P.O. Box 5432,
CHRISTCHURCH. |
| 3. Ms. F. Cloth,
Manageress,
Clotheshorse Boutique,
P.O. Box 3251,
CHRISTCHURCH. | |

RESUME 3PERSONAL

Name : [REDACTED]

Birthdate : [REDACTED]

Marital Status : Single

Nationality : New Zealander

Health : Excellent

Address : 3 Oak Street, Dunedin.

EDUCATION

High School : Linwood High School,
Christchurch, (1974 - 1978).

Subjects (Seventh form) : Biology, Physics, Chemistry,
Mathematics, English.

Grade : 'A' Bursary.

University : B.Sc. (Honours) in Botany, 1982,
University of Canterbury.

RECENT WORK EXPERIENCE

February 1984 - Present :

Technician at Otago University, Botany Department.

Duties : Raise plants for experiments. Set up laboratory
equipment for students.

November 1982 - January 1984 :

Sales Assistant in a costume jewellery shop.

Duties : Sell to and advise customers about jewellery. Arrange displays.

November 1980 - January 1981 :

Sales Assistant at garden centre during University holidays.

Duties : Advise customers. Promote sales of plants.

INTERESTS

Indoor potplants, Jazz ballet.

REFERENCES

- | | |
|--|---|
| 1. Ms. A. Edmonds,
Manageress,
First Stop Jewellery,
P.O. Box 4321,
CHRISTCHURCH. | 2. Mr. C. Shore,
Manager,
Digwell Garden Centre,
P.O. Box 1051,
CHRISTCHURCH. |
| 3. Dr. D. Greenhouse,
Lecturer,
Botany Department,
University of Canterbury,
CHRISTCHURCH. | |

APPENDIX 1 Resumes for Category Four

RESUME 1PERSONAL

Name : [REDACTED]

Birthdate : [REDACTED]

Marital Status : Single

Nationality : New Zealander

Health : Excellent

Address : 1 Lime Street, Christchurch.

EDUCATION

High School : Cashmere High School,
Christchurch, (1975 - 1979).

Subjects (Seventh form) : Biology, Chemistry,
Mathematics, Geography,
English.

Grade : 'A' Bursary.

University : B.Sc. (Honours) in Botany,
1983, University of
Canterbury.

RECENT WORK EXPERIENCE

February 1985 - Present :
Technician at Lincoln College in Plant Genetics Section.

Duties : Set up laboratories for students. Grow plants.

November 1983 - January 1985 :

Sales Assistant in a bookshop.

Duties : Actively promote the sales of books and magazines. Assist in wrapping of items and monetary transactions.

November 1982 - February 1983 :

Sales Assistant at plant nursery during University vacation.

Duties : Assist with advice about plants and garden equipment. Sell to customers.

INTERESTS

Growing Orchids, Aerobics.

REFERENCES

- | | |
|---|---|
| 1. Dr. A. Moffatt,
Lecturer in Botany,
University of Canterbury,
Private Bag,
CHRISTCHURCH 5. | 2. Ms. J. Ross,
Manageress,
Greenleaves Nursery,
P.O. Box 1556,
CHRISTCHURCH. |
| 3. Mr. N. Glasses,
Manager,
Bookworm Bookshop Ltd,
P.O. Box 1234,
CHRISTCHURCH. | |

RESUME 2PERSONAL

Name : [REDACTED]

Birthdate : [REDACTED]

Marital Status : Single

Nationality : New Zealander

Health : Excellent

Address : 2 Elm Street, Christchurch.

EDUCATION

High School : Hornby High School,
Christchurch, (1976 - 1980).

Subjects (Seventh form) : Biology, Mathematics,
Chemistry, English, History.

Grade : 'A' Bursary.

University : B.Sc. (Honours) in Botany,
1984, University of
Canterbury.

RECENT WORK EXPERIENCE

February 1986 - Present :

Technician at University of Canterbury, Botany
Department.

Duties : Prepare laboratories for students. Grow plants
required for experiments.

October 1984 - January 1986 :

Sales Assistant in a clothing store.

Duties : Assist customers with style/colour/size.

Monetary transactions.

October 1983 - January 1984 :

Sales Assistant at local garden shop during University vacation.

Duties : Sales to customers. Arranging displays.

INTERESTS

Gardening, Jogging.

REFERENCES

- | | |
|--|--|
| 1. Mr. B. Dunlop,
Biology Teacher,
Hornby High School,
CHRISTCHURCH. | 2. Ms. A. Weed,
Manageress,
Planters Nursery,
P.O. Box 5432,
CHRISTCHURCH. |
| 3. Ms. F. Cloth,
Manageress,
Clotheshorse Boutique,
P.O. Box 3251,
CHRISTCHURCH. | |

RESUME 3PERSONAL

Name : [REDACTED]

Birthdate : [REDACTED] [REDACTED]

Marital Status : Single

Nationality : New Zealander

Health : Excellent

Address : 3 Oak Street, Dunedin.

EDUCATION

High School : Linwood High School,
Christchurch, (1974 - 1978).

Subjects (Seventh form) : Biology, Physics, Chemistry,
Mathematics, English.

Grade : 'A' Bursary.

University : B.Sc. (Honours) in Botany,
1982, University of
Canterbury.

RECENT WORK EXPERIENCE

February 1984 - Present :
Technician at Otago University, Botany Department.

Duties : Raise plants for experiments. Set up laboratory
equipment for students.

November 1982 - January 1984 :

Sales Assistant in a costume jewellery shop.

Duties : Sell to and advise customers about jewellery.
Arrange displays.

November 1980 - January 1981 :

Sales Assistant at garden centre during University
holidays.

Duties : Advise customers. Promote sales of plants.

INTERESTS

Indoor potplants, Jazz ballet.

REFERENCES

- | | |
|--|---|
| 1. Ms. A. Edmonds,
Manageress,
First Stop Jewellery,
P.O. Box 4321,
CHRISTCHURCH. | 2. Mr. C. Shore,
Manager,
Digwell Garden Centre,
P.O. Box 1051,
CHRISTCHURCH. |
| 3. Dr. D. Greenhouse,
Lecturer,
Botany Department,
University of Canterbury,
CHRISTCHURCH. | |

APPENDIX 1 Résumés for Category Five
RESUME 1

PERSONAL

Name : [REDACTED]
 Birthdate : [REDACTED]
 Marital Status : Single
 Nationality : New Zealander
 Health : Excellent
 Address : 1 Lime Street, Christchurch.

EDUCATION

High School : Cashmere High School,
 Christchurch (1975 - 1979).
 Subjects (Seventh form) : Biology, Chemistry, Mathematics,
 Geography, English.
 Grade : 'A' Bursary.
 University : B.Sc. (Honours) in Botany, 1983,
 University of Canterbury.

RECENT WORK EXPERIENCE

February 1985 - Present :
 Technician at Lincoln College in Plant Genetics Section.
 Duties : Set up laboratories for students. Grow plants.

November 1983 - January 1985 :

Sales Assistant in a bookshop.

Duties : Actively promote the sales of books and magazines.

Assist in wrapping of items and monetary transactions.

November 1982 - February 1983 :

Sales Assistant at plant nursery during University vacation.

Duties : Assist with advice about plants and garden equipment. Sell to customers.

INTERESTS

Growing Orchids, Aerobics.

REFERENCES

1. Dr. A. Moffatt,
Lecturer in Botany,
University of Canterbury,
Private Bag,
CHRISTCHURCH 5.

2. Ms. J. Ross,
Manageress,
Greenleaves Nursery,
P.O. Box 1556,
CHRISTCHURCH.

3. Mr. N. Glasses,
Manager,
Bookworm Bookshop Ltd.,
P.O. Box 1234,
CHRISTCHURCH.

RESUME 2PERSONAL

Name : [REDACTED]
Birthdate : [REDACTED]
Marital Status : Single
Nationality : New Zealander
Health : Excellent
Address : 2 Elm Street, Christchurch.

EDUCATION

High School : Hornby High School,
Christchurch, (1976 -1980).
Subjects (Seventh form) : Biology, Mathematics, Chemistry,
English, History.
Grade : 'A' Bursary.
University : B.Sc. (Honours) in Botany,1984,
University of Canterbury.

RECENT WORK EXPERIENCE

February 1986 - Present :
Technician at University of Canterbury, Botany Department.

Duties : Prepare laboratories for students. Grow plants
required for experiments.

October 1984 - January 1986 :

Sales Assistant in a clothing store.

Duties : Assist customers with style/colour/size. Monetary transactions.

October 1983 - January 1984 :

Sales Assistant at local garden shop during University vacation.

Duties : Sales to customers. Arranging displays.

INTERESTS

Gardening, Jogging.

REFERENCES

1. Mr. B. Dunlop,
Biology Teacher,
Hornby High School,
CHRISTCHURCH.

2. Ms. A. Weed,
Manageress,
Planters Nursery,
P.O. Box 5432,
CHRISTCHURCH.

3. Ms. F. Cloth,
Manageress,
Clotheshorse Boutique,
P.O. Box 3251,
CHRISTCHURCH.

RESUME 3PERSONAL

Name : [REDACTED]
Birthdate : [REDACTED]
Marital Status : Single
Nationality : New Zealander
Health : Excellent
Address : 3 Oak Street, Dunedin.

EDUCATION

High School : Linwood High School,
Christchurch, (1974 - 1978).
Subjects (Seventh form) : Biology, Physics, Chemistry,
Mathematics, English.
Grade : 'A' Bursary.
University : B.Sc. (Honours) in Botany, 1982,
University of Canterbury.

RECENT WORK EXPERIENCE

February 1984 - Present :
Technician at Otago University, Botany Department.

Duties : Raise plants for experiments. Set up laboratory
equipment for students.

November 1982 - January 1984 :

Sales Assistant in a costume jewellery shop.

Duties : Sell to and advise customers about jewellery. Arrange displays.

November 1980 - January 1981 :

Sales Assistant at garden centre during University holidays.

Duties : Advise customers. Promote sales of plants.

INTERESTS

Indoor potplants, Jazz ballet.

REFERENCES

1. Ms. A. Edmonds,
Manageress,
First Stop Jewellery,
P.O. Box 4321,
CHRISTCHURCH.
3. Dr. D. Greenhouse,
Lecturer,
Botany Department,
University of Canterbury,
CHRISTCHURCH.

2. Mr. C. Shore,
Manager,
Digwell Garden Centre,
P.O. Box 1051,
CHRISTCHURCH.

APPENDIX 1 Résumés for Category Six
RESUME 1

PERSONAL

Name : [REDACTED]
Birthdate : [REDACTED]
Marital Status : Single
Nationality : New Zealander
Health : Excellent
Address : 1 Lime Street, Christchurch.

EDUCATION

High School : Cashmere High School,
Christchurch (1975 - 1979).
Subjects (Seventh form): Biology, Chemistry, English,
Mathematics, Geography.
Grade : 'A' Bursary.
University : B.Sc. (Honours) in Botany,
1983, University of
Canterbury.

RECENT WORK EXPERIENCE

February 1985 - Present :
Technician at Lincoln College in Plant Genetics
Section.

Duties : Set up laboratories for students. Grow plants.

November 1983 - January 1985 :
Sales Assistant in a bookshop.

Duties : Actively promote the sales of books and magazines. Assist in wrapping of items and monetary transactions.

November 1982 - February 1983 :
Sales Assistant at plant nursery during University vacation.

Duties : Assist with advice about plants and garden equipment. Sell to customers.

INTERESTS

Growing Orchids, Aerobics.

REFERENCES

1. Dr. A. Moffatt,
Lecturer in Botany,
University of Canterbury,
Private Bag,
CHRISTCHURCH 5.

2. Ms. J. Ross,
Manageress,
Greenleaves
Nursery,
P.O. Box 1556,
CHRISTCHURCH.

3. Mr. N. Glasses,
Manager,
Bookworm Bookshop Ltd.,
P.O. Box 1234,
CHRISTCHURCH.

RESUME 2PERSONAL

Name : [REDACTED]
Birthdate : [REDACTED]
Marital Status : Single
Nationality : New Zealander
Health : Excellent
Address : 2 Elm Street, Christchurch.

EDUCATION

High School : Hornby High School,
Christchurch, (1976 -1980).
Subjects (Seventh form) : Biology, Mathematics,
Chemistry, English, History.
Grade : 'A' Bursary.
University : B.Sc. (Honours) in Botany,
1984, University of
Canterbury.

RECENT WORK EXPERIENCE

February 1986 - Present :
Technician at University of Canterbury, Botany
Department.

Duties : Prepare laboratories for students. Grow
plants required for experiments.

October 1984 - January 1986 :
Sales Assistant in a clothing store.

Duties : Assist customers with style/colour/size.
Monetary transactions.

October 1983 - January 1984 :
Sales Assistant at local garden shop during
University vacation.

Duties : Sales to customers. Arranging displays.

INTERESTS

Gardening, Jogging.

REFERENCES

1. Mr. B. Dunlop,
Biology Teacher,
Hornby High School,
CHRISTCHURCH.

2. Ms. A. Weed,
Manageress,
Planters Nursery,
P.O. Box 5432,
CHRISTCHURCH.

3. Ms. F. Cloth,
Manageress,
Clotheshorse Boutique,
P.O. Box 3251,
CHRISTCHURCH.

RESUME 3PERSONAL

Name : [REDACTED]
Birthdate : [REDACTED]
Marital Status : Single
Nationality : New Zealander
Health : Excellent
Address : 3 Oak Street, Dunedin.

EDUCATION

High School : Linwood High School,
Christchurch, (1974 - 1978).
Subjects (Seventh form): Biology, Physics, Chemistry,
Mathematics, English.
Grade : 'A' Bursary.
University : B.Sc. (Honours) in Botany,
1982, University of
Canterbury.

RECENT WORK EXPERIENCE

February 1984 - Present :
Technician at Otago University, Botany Department.

Duties : Raise plants for experiments. Set up
laboratory equipment for students.

November 1982 - January 1984 :

Sales Assistant in a costume jewellery shop.

Duties : Sell to and advise customers about jewellery.
Arrange displays.

November 1980 - January 1981 :

Sales Assistant at garden centre during University
holidays.

Duties : Advise customers. Promote sales of plants.

INTERESTS

Indoor potplants, Jazz ballet.

REFERENCES

1. Ms. A. Edmonds,
Manageress,
First Stop Jewellery,
P.O. Box 4321,
CHRISTCHURCH.

2. Mr. C. Shore,
Manager,
Digwell Garden Centre,
P.O. Box 1051,
CHRISTCHURCH.

3. Dr. D. Greenhouse,
Lecturer,
Botany Department,
University of Canterbury,
CHRISTCHURCH.

APPENDIX 1 Résumés for Category Seven
RESUME 1

PERSONAL

Name : [REDACTED]
Birthdate : [REDACTED]
Marital Status : Single
Nationality : New Zealander
Health : Excellent
Address : 1 Lime Street, Christchurch.

EDUCATION

High School : Cashmere High School,
Christchurch (1975 - 1979).
Subjects (Seventh form) : Biology, Chemistry, Mathematics,
Geography, English.
Grade : 'A' Bursary.
University : B.Sc. (Honours) in Botany, 1983,
University of Canterbury.

RECENT WORK EXPERIENCE

February 1985 - Present :
Technician at Lincoln College in Plant Genetics Section.

Duties : Set up laboratories for students. Grow plants.

November 1983 - January 1985 :

Sales Assistant in a bookshop.

Duties : Actively promote the sales of books and magazines.

Assist in wrapping of items and monetary transactions.

November 1982 - February 1983 :

Sales Assistant at plant nursery during University vacation.

Duties : Assist with advice about plants and garden equipment. Sell to customers.

INTERESTS

Growing Orchids, Aerobics.

REFERENCES

1. Dr. A. Moffatt,
Lecturer in Botany,
University of Canterbury,
Private Bag,
CHRISTCHURCH 5.

2. Ms. J. Ross,
Manageress,
Greenleaves Nursery,
P.O. Box 1556,
CHRISTCHURCH.

3. Mr. N. Glasses,
Manager,
Bookworm Bookshop Ltd.,
P.O. Box 1234,
CHRISTCHURCH.

RESUME 2PERSONAL

Name : [REDACTED]
Birthdate : [REDACTED]
Marital Status : Single
Nationality : New Zealander
Health : Excellent
Address : 2 Elm Street, Christchurch.

EDUCATION

High School : Hornby High School,
Christchurch, (1976 -1980).
Subjects (Seventh form) : Biology, Mathematics, Chemistry,
English, History.
Grade : 'A' Bursary.
University : B.Sc. (Honours) in Botany, 1984,
University of Canterbury.

RECENT WORK EXPERIENCE

February 1986 - Present :
Technician at University of Canterbury, Botany Department.

Duties : Prepare laboratories for students. Grow plants
required for experiments.

October 1984 - January 1986 :

Sales Assistant in a clothing store.

Duties : Assist customers with style/colour/size. Monetary transactions.

October 1983 - January 1984 :

Sales Assistant at local garden shop during University vacation.

Duties : Sales to customers. Arranging displays.

INTERESTS

Gardening, Jogging.

REFERENCES

1. Mr. B. Dunlop,
Biology Teacher,
Hornby High School,
CHRISTCHURCH

2. Ms. A. Weed,
Manageress,
Planters Nursery,
P.O. Box 5432,
CHRISTCHURCH

3. Ms. F. Cloth,
Manageress,
Clotheshorse Boutique,
P.O. Box 3251,
CHRISTCHURCH

RESUME 3PERSONAL

Name : [REDACTED]
Birthdate : [REDACTED]
Marital Status : Single
Nationality : New Zealander
Health : Excellent
Address : 3 Oak Street, Dunedin.

EDUCATION

High School : Linwood High School,
Christchurch, (1974 - 1978).
Subjects (Seventh form) : Biology, Physics, Chemistry,
Mathematics, English.
Grade : 'A' Bursary.
University : B.Sc. (Honours) in Botany, 1982,
University of Canterbury.

RECENT WORK EXPERIENCE

February 1984 - Present :

Technician at Otago University, Botany Department.

Duties : Raise plants for experiments. Set up laboratory
equipment for students.

November 1982 - January 1984 :

Sales Assistant in a costume jewellery shop.

Duties : Sell to and advise customers about jewellery. Arrange displays.

November 1980 - January 1981 :

Sales Assistant at garden centre during University holidays.

Duties : Advise customers. Promote sales of plants.

INTERESTS

Indoor potplants, Jazz ballet.

REFERENCES

1. Ms. A. Edmonds,
Manageress,
First Stop Jewellery,
P.O. Box 4321,
CHRISTCHURCH

2. Mr. C. Shore,
Manager,
Digwell Garden Centre,
P.O. Box 1051,
CHRISTCHURCH

3. Dr. D. Greenhouse,
Lecturer,
Botany Department,
University of Canterbury,
CHRISTCHURCH

APPENDIX 1 Résumés for Category Eight
RESUME 1

PERSONAL

Name : [REDACTED]
Birthdate : [REDACTED]
Marital Status : Single
Nationality : New Zealander
Health : Excellent
Address : 1 Lime Street, Christchurch.

EDUCATION

High School : Cashmere High School,
Christchurch (1975 - 1979).
Subjects (Seventh form): Biology, Chemistry, English,
Mathematics, Geography.
Grade : 'A' Bursary.
University : B.Sc. (Honours) in Botany,
1983, University of
Canterbury.

RECENT WORK EXPERIENCE

February 1985 - Present :

Technician at Lincoln College in Plant Genetics
Section.

Duties : Set up laboratories for students. Grow plants.

November 1983 - January 1985 :

Sales Assistant in a bookshop.

Duties : Actively promote the sales of books and magazines. Assist in wrapping of items and monetary transactions.

November 1982 - February 1983 :

Sales Assistant at plant nursery during University vacation.

Duties : Assist with advice about plants and garden equipment. Sell to customers.

INTERESTS

Growing Orchids, Aerobics.

REFERENCES

1. Dr. A. Moffatt,
Lecturer in Botany,
University of Canterbury,
Private Bag,
CHRISTCHURCH 5.

2. Ms. J. Ross,
Manageress,
Greenleaves
Nursery,
P.O. Box 1556,
CHRISTCHURCH.

3. Mr. N. Glasses,
Manager,
Bookworm Bookshop Ltd.,
P.O. Box 1234,
CHRISTCHURCH.

RESUME 2PERSONAL

Name : [REDACTED]
[REDACTED] : [REDACTED]
Marital Status : Single
Nationality : New Zealander
Health : Excellent
Address : 2 Elm Street, Christchurch.

EDUCATION

High School : Hornby High School,
Christchurch, (1976 -1980).
Subjects (Seventh form): Biology, Mathematics,
Chemistry, English, History.
Grade : 'A' Bursary.
University : B.Sc. (Honours) in Botany,
1984, University of
Canterbury.

RECENT WORK EXPERIENCE

February 1986 - Present :
Technician at University of Canterbury, Botany
Department.

Duties : Prepare laboratories for students. Grow
plants required for experiments.

October 1984 - January 1986 :

Sales Assistant in a clothing store.

Duties : Assist customers with style/colour/size.
Monetary transactions.

October 1983 - January 1984 :

Sales Assistant at local garden shop during
University vacation.

Duties : Sales to customers. Arranging displays.

INTERESTS

Gardening, Jogging.

REFERENCES

1. Mr. B. Dunlop,
Biology Teacher,
Hornby High School,
CHRISTCHURCH.

2. Ms. A. Weed,
Manageress,
Planters Nursery,
P.O. Box 5432,
CHRISTCHURCH.

3. Ms. F. Cloth,
Manageress,
Clotheshorse Boutique,
P.O. Box 3251,
CHRISTCHURCH.

RESUME 3PERSONAL

Name : [REDACTED]
Birthdate : [REDACTED]
Marital Status : Single
Nationality : New Zealander
Health : Excellent
Address : 3 Oak Street, Dunedin.

EDUCATION

High School : Linwood High School,
Christchurch, (1974 - 1978).
Subjects (Seventh form): Biology, Physics, Chemistry,
Mathematics, English.
Grade : 'A' Bursary.
University : B.Sc. (Honours) in Botany,
1982, University of
Canterbury.

RECENT WORK EXPERIENCE

February 1984 - Present :
Technician at Otago University, Botany Department.

Duties : Raise plants for experiments. Set up
laboratory equipment for students.

November 1982 - January 1984 :

Sales Assistant in a costume jewellery shop.

Duties : Sell to and advise customers about jewellery.
Arrange displays.

November 1980 - January 1981 :

Sales Assistant at garden centre during University holidays.

Duties : Advise customers. Promote sales of plants.

INTERESTS

Indoor potplants, Jazz ballet.

REFERENCES

- | | |
|--|---|
| 1. Ms. A. Edmonds,
Manageress,
First Stop Jewellery,
P.O. Box 4321,
CHRISTCHURCH. | 2. Mr. C. Shore,
Manager,
Digwell Garden Centre,
P.O. Box 1051,
CHRISTCHURCH. |
| 3. Dr. D. Greenhouse,
Lecturer,
Botany Department,
University of Canterbury,
CHRISTCHURCH. | |

APPENDIX 2 Job Titles of Those in Category 'Other'

TITLE	NUMBER	PERCENTAGE
Area Manager	2	4.7
Branch Manager	7	16.3
Consultant	1	2.3
Employment Officer	1	2.3
General Manager	4	9.3
Human Resources Consultant	1	2.3
Manager	1	2.3
Management Consultant	3	7.0
Managing Director	7	16.3
Marketing Consultant	1	2.3
Marketing Manager	2	4.7
Partner in Business	1	2.3
Personnel Consultant	2	4.7
Personnel Officer	1	2.3
Recruiter	1	2.3
Recruitment Consultant	1	2.3
Sales Director	1	2.3
Sales and Marketing Manager	3	7.0
Senior Consultant	2	4.7
Staff Development Officer	1	2.3
TOTAL	43.0	100.0

APPENDIX 3 Job Vacancy

JOB VACANCY

The Growrite Company, suppliers of Garden aids to the New Zealand market, invite applications for the following position.

SALES REPRESENTATIVE

We require a Sales Representative, based at our Christchurch Branch, to promote our products to existing customers throughout the lower half of the South Island and the West Coast. Due to the territory size, applicants should be willing to undertake fairly extensive travel, with one week in three away from Christchurch.

It may be advantageous for applicants to have had some background experience either in horticulture or have had previous sales experience, although as both full product and sales training is given, these are not essential requirements.

The salary is dependent upon past experience. The remuneration package will include a salary, plus commission and the use of a company vehicle.

All applications will be treated in confidence and should be addressed to:

APPENDIX 4 Background Information

Please answer the following questions, by circling the number that represents your answer. Your answers will be confidential.

1. The number of years that you have been involved in the selection of Sales Representatives is....

- 1 — one year or less
- 2 — two years
- 3 — three years
- 4 — four years
- 5 — five years
- 6 — six years
- 7 — seven or more years

2. Approximately how many interviews have you held? (for Sales Representatives' positions only).

- 1 — 1 to 5
- 2 — 6 to 10
- 3 — 11 to 15
- 4 — 16 to 20
- 5 — 21 to 25
- 6 — 26 to 30
- 7 — 31 or more interviews

3. Your sex is...

- 1 — Female
- 2 — Male

4. Your age is...

- 1 — Under 30 years
- 2 — 31 to 35 years
- 3 — 36 to 40 years
- 4 — 41 to 45 years
- 5 — 46 to 50 years
- 6 — 51 to 55 years
- 7 — 56 years or older

5. Your occupational title is

- 1— Sales Manager
- 2— Personnel Manger or Human Resource Manager
- 3— Other (please specify)_____

6 Your highest educational qualification is...

- 1— School Certificate
- 2— 6th form Certificate
- 3— University Entrance
- 4— Bursary (7th form)
- 5— Batchelor of Science or Batchelor of Arts
- 6— Master of Science or Master of Arts.
- 7— Other (please specify)_____

7. The number of Sales Representatives that you manage is ...

- 1— 1 to 5
- 2— 6 to 10
- 3— 11 to 15
- 4— 16 to 20
- 5— 21 to 24
- 6— 25 to 30
- 7— 30 plus.

8. Any comments that you would like to make...

APPENDIX 5 Introductory Letter

16 June 1989

Dear Sir/Madam,

I am currently undertaking my Master's degree in Industrial and Organizational Psychology, at the University of Canterbury. As my thesis research is concerned with resumes, I require a small amount of your time to read the enclosed *job vacancy*, the *three resumes* and answer the *multiple choice questions* that accompany the resumes.

Also included is a *background questionnaire* for you to answer. Should you find that some of the background questions do not apply to you, please write N/A beside them.

I would like to stress that there are no 'correct' or 'incorrect' answers.

All your answers will be confidential.

Please *return the resumes and questionnaires*; you will find a pre-stamped, pre-addressed envelope enclosed for this purpose.

In return for your assistance, a summary of the research will be available to you, near the end of 1989. Please state whether or not you would like a summary sent to you, when you *return the enclosed sheet of paper*.

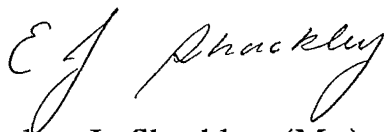
In order to remain anonymous could you please:

1. *remove the job vacancy page* (which has your name on it) before returning the resumes and questionnaires and
2. *return the enclosed sheet of paper* separately, from the resumes and questionnaires, in the second pre-stamped envelope. (So that I know you have completed the questionnaires, but I do not know which questionnaires are yours).

Finally, if you are *not* involved with the selection of Sales Representatives, would you please either send this research to such a person in your company or return it to me.

Thank you for your support.

Yours faithfully,

A handwritten signature in cursive script, appearing to read 'E J Shackley'.

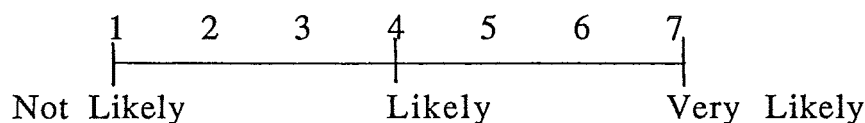
Evelyn J. Shackley (Ms.).

APPENDIX 6 Dependent Variables

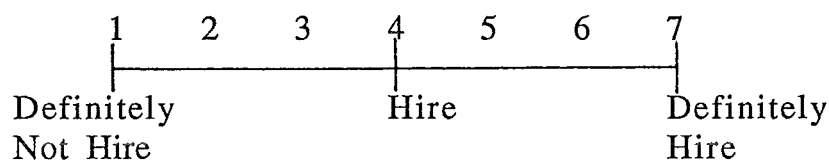
QUESTIONS

Please answer the following questions by circling the number that represents your answer. Your answers will be confidential. Please do not discuss the resumes or your answers with other people. Thank you for your cooperation.

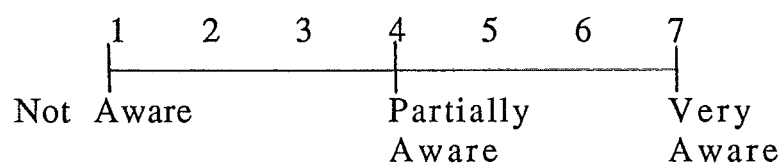
1. How likely are you to grant this applicant an interview ?



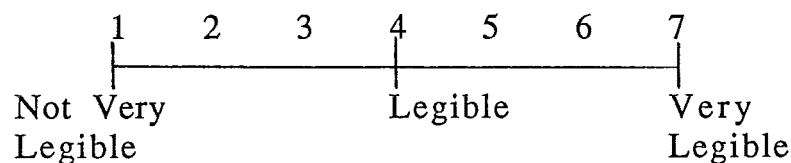
2. How likely are you to hire this applicant? (Based on the resume, without an interview).



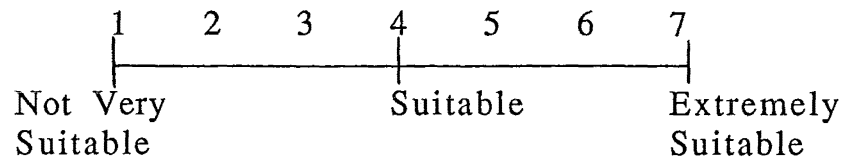
3. To what extent do you believe that this person is aware of modern technology and/or technological developments?



4. How legible is this resume ?



5. How suitable is this applicant for the Growrite organization ?



APPENDIX 7 Anonymous Sheet

Please answer these questions *by crossing out* the irrelevant or incorrect answer.

Return this sheet *separately* from the résumés and questionnaires; there is an envelope provided.

1. I would like a summary of this research on résumés (due late 1989/ early 1990)

YES/NO

2. I have completed and returned the resumes and questionnaires sent to me.

YES/NO

My name and address is:
(Please state if it is different to that sent out).

APPENDIX 8 Resumes for Manipulation Check
RESUME 1

PERSONAL

Name : [REDACTED]
Birthdate : [REDACTED]
Marital Status : Single
Nationality : New Zealander
Health : Excellent
Address : 1 Lime Street, Christchurch.

EDUCATION

High School : Cashmere High School,
Christchurch (1975 - 1979).
Subjects (Seventh form) : Biology, Chemistry, Mathematics,
Geography, English.
Grade : 'A' Bursary.
University : B.Sc. (Honours) in Botany, 1983,
University of Canterbury.

RECENT WORK EXPERIENCE

February 1985 - Present :
Technician at Lincoln College in Plant Genetics Section.

Duties : Set up laboratories for students. Grow plants.

November 1983 - January 1985 :

Sales Assistant in a bookshop.

Duties : Actively promote the sales of books and magazines.

Assist in wrapping of items and monetary transactions.

November 1982 - February 1983 :

Sales Assistant at plant nursery during University vacation.

Duties : Assist with advice about plants and garden equipment. Sell to customers.

INTERESTS

Growing Orchids, Aerobics.

REFERENCES

1. Dr. A. Moffatt,
Lecturer in Botany,
University of Canterbury,
Private Bag,
CHRISTCHURCH 5.

2. Ms. J. Ross,
Manageress,
Greenleaves Nursery,
P.O. Box 1556,
CHRISTCHURCH.

3. Mr. N. Glasses,
Manager,
Bookworm Bookshop Ltd.,
P.O. Box 1234,
CHRISTCHURCH.

RESUME 2
PERSONAL

Name : [REDACTED]
Birthdate : [REDACTED]
Marital Status : Single
Nationality : New Zealander
Health : Excellent
Address : 2 Elm Street, Christchurch.

EDUCATION

High School : Hornby High School,
Christchurch, (1976 -1980).
Subjects (Seventh form) : Biology, Mathematics, Chemistry,
English, History.
Grade : 'A' Bursary.
University : B.Sc. (Honours) in Botany,1984,
University of Canterbury.

RECENT WORK EXPERIENCE

February 1986 - Present :
Technician at University of Canterbury, Botany Department.

Duties : Prepare laboratories for students. Grow plants
required for experiments.

October 1984 - January 1986 :

Sales Assistant in a clothing store.

Duties : Assist customers with style/colour/size. Monetary transactions.

October 1983 - January 1984 :

Sales Assistant at local garden shop during University vacation.

Duties : Sales to customers. Arranging displays.

INTERESTS

Gardening, Jogging.

REFERENCES

1. Mr. B. Dunlop,
Biology Teacher,
Hornby High School,
CHRISTCHURCH.

2. Ms. A. Weed,
Manageress,
Planters Nursery,
P.O. Box 5432,
CHRISTCHURCH.

3. Ms. F. Cloth,
Manageress,
Clotheshorse Boutique,
P.O. Box 3251,
CHRISTCHURCH.

RESUME 3PERSONAL

Name : [REDACTED]
Birthdate : [REDACTED]
Marital Status : Single
Nationality : New Zealander
Health : Excellent
Address : 3 Oak Street, Dunedin.

EDUCATION

High School : Linwood High School,
Christchurch, (1974 - 1978).
Subjects (Seventh form) : Biology, Physics, Chemistry,
Mathematics, English.
Grade : 'A' Bursary.
University : B.Sc. (Honours) in Botany, 1982,
University of Canterbury.

RECENT WORK EXPERIENCE

February 1984 - Present :
Technician at Otago University, Botany Department.

Duties : Raise plants for experiments. Set up laboratory
equipment for students.

November 1982 - January 1984 :

Sales Assistant in a costume jewellery shop.

Duties : Sell to and advise customers about jewellery. Arrange displays.

November 1980 - January 1981 :

Sales Assistant at garden centre during University holidays.

Duties : Advise customers. Promote sales of plants.

INTERESTS

Indoor potplants, Jazz ballet.

REFERENCES

1. Ms. A. Edmonds,
Manageress,
First Stop Jewellery,
P.O. Box 4321,
CHRISTCHURCH.
3. Dr. D. Greenhouse,
Lecturer,
Botany Department,
University of Canterbury,
CHRISTCHURCH.

2. Mr. C. Shore,
Manager,
Digwell Garden Centre,
P.O. Box 1051,
CHRISTCHURCH.

APPENDIX 9 Questions For Manipulation Check
QUESTIONS

Please circle the number that corresponds to your answer. Thank you for your cooperation.

1. How similar are these résumés to each other?

- | | | |
|---|---|--------------------|
| 1 | — | Not At All Similar |
| 2 | | |
| 3 | | |
| 4 | — | Similar |
| 5 | | |
| 6 | | |
| 7 | — | Extremely Similar |

2. If you believe that the résumés are dissimilar, please state why you believe this.

3. Your age is _____years.

4. Your sex is

- | | |
|---|--------|
| 1 | Female |
| 2 | Male |

APPENDIX 10 Analysis of Variance : Interview by Line, Letter and Font

SOURCE OF VARIATION	SUM OF SQUARES	DF	MEAN SQUARE	F	SIGNIF OF F
MAIN EFFECTS	1.860	3	0.620	0.341	0.796
LINE	1.013	1	1.013	0.557	0.458
LETTER	0.113	1	0.113	0.062	0.804
FONT	0.735	1	0.735	0.404	0.527
2-WAY INTER-ACTIONS	2.082	3	0.694	0.382	0.767
LINE LETTER	0.401	1	0.401	0.221	0.640
LINE FONT	0.168	1	0.168	0.092	0.762
LETTER FONT	1.513	1	1.513	0.832	0.365
3-WAY INTER-ACTIONS	6.612	1	6.612	3.636	0.061
LINE LETTER FONT	6.613	1	6.613	3.636	0.061
EXPLAINED	10.554	7	1.508	0.829	0.567
RESIDUAL	130.944	72	1.819		
TOTAL	141.499	79	1.791		

APPENDIX 11 Analysis of Variance : Hire by Line, Letter and Font

SOURCE OF VARIATION	SUM OF SQUARES	DF	MEAN SQUARE	F	SIGNIF OF F
MAIN EFFECTS	4.433	3	1.478	0.750	0.526
LINE	0.672	1	0.672	0.341	0.561
LETTER	3.756	1	3.756	1.906	0.172
FONT	0.006	1	0.006	0.003	0.958
2-WAY INTER-ACTIONS	2.450	3	0.817	0.414	0.743
LINE LETTER	1.422	1	1.422	0.722	0.398
LINE FONT	0.939	1	0.939	0.476	0.492
LETTER FONT	0.089	1	0.089	0.045	0.832
3-WAY INTER-ACTIONS	11.756	1	11.756	5.965	0.017
LINE LETTER FONT	11.756	1	11.756	5.965	0.017
EXPLAINED	18.639	7	2.663	1.351	0.239
RESIDUAL	141.889	72	1.971		
TOTAL	160.528	79	2.032		

APPENDIX 12 Analysis of Variance : Technology by Line, Letter and Font

SOURCE OF VARIATION	SUM OF SQUARES	DF	MEAN SQUARE	F	SIGNIF OF F
MAIN EFFECTS	4.283	3	1.428	1.297	0.282
LINE	0.672	1	0.672	0.611	0.437
LETTER	1.606	1	1.606	1.459	0.231
FONT	2.006	1	2.006	1.822	0.181
2-WAY INTER-ACTIONS	5.822	3	1.941	1.763	0.162
LINE LETTER	1.800	1	1.800	1.635	0.205
LINE FONT	2.222	1	2.222	2.019	0.160
LETTER FONT	1.800	1	1.800	1.635	0.205
3-WAY INTER-ACTIONS	0.450	1	0.450	0.409	0.525
LINE LETTER FONT	0.450	1	0.450	0.409	0.525
EXPLAINED	10.556	7	1.508	1.370	0.231
RESIDUAL	79.244	72	1.101		
TOTAL	89.800	79	1.137		

APPENDIX 13 Analysis of Variance : Legibility by Line, Letter and Font

SOURCE OF VARIATION	SUM OF SQUARES	DF	MEAN SQUARE	F	SIGNIF OF F
MAIN EFFECTS	1.900	3	0.633	0.400	0.753
LINE	0.200	1	0.200	0.126	0.723
LETTER	1.250	1	1.250	0.0790	0.377
FONT	0.450	1	0.450	0.284	0.595
2-WAY INTER-ACTIONS	3.494	3	1.165	0.736	0.534
LINE LETTER	1.422	1	1.422	0.899	0.346
LINE FONT	1.800	1	1.800	1.138	0.290
LETTER FONT	0.272	1	0.272	0.172	0.680
3-WAY INTER-ACTIONS	1.800	1	1.800	1.138	0.290
LINE LETTER FONT	1.800	1	1.800	1.138	0.290
EXPLAINED	7.194	7	1.028	0.650	0.713
RESIDUAL	113.911	72	1.582		
TOTAL	121.106	79	1.533		

APPENDIX 14 Analysis of Variance : Suitability by Line, Letter and Font

SOURCE OF VARIATION	SUM OF SQUARES	DF	MEAN SQUARE	F	SIGNIF OF F
MAIN EFFECTS	10.238	3	3.413	2.487	0.067
LINE	1.168	1	1.168	0.851	0.359
LETTER	3.901	1	3.901	2.843	0.096
FONT	5.168	1	5.168	3.766	0.056
2-WAY INTER-ACTIONS	0.549	3	0.183	0.133	0.940
LINE LETTER	0.012	1	0.012	0.009	0.924
LINE FONT	0.035	1	0.035	0.025	0.874
LETTER FONT	0.501	1	0.501	0.365	0.547
3-WAY INTER-ACTIONS	5.168	1	5.168	3.766	0.056
LINE LETTER FONT	5.168	1	5.168	3.766	0.056
EXPLAINED	15.954	7	2.279	1.661	0.133
RESIDUAL	98.811	72	1.372		
TOTAL	114.765	79	1.453		

APPENDIX 15 T-tests for Interview

GROUPS COMPARED	T VALUE	2-TAIL PROB.
1 and 5	0.56	0.580
2 and 6	-1.98	0.067
3 and 7	-0.86	0.040
4 and 8	0.61	0.548
1 and 3	0.58	0.569
2 and 4	-0.34	0.739
5 and 7	-0.83	0.418
6 and 8	2.80	0.012
1 and 2	0.56	0.583
3 and 4	-0.37	0.715
5 and 6	-1.81	0.092
7 and 8	1.19	0.252

APPENDIX 16 T-tests for Hire

GROUPS COMPARED	T VALUE	2-TAIL PROB.
1 and 5	1.08	0.301
2 and 6	-1.95	0.067
3 and 7	-0.89	0.388
4 and 8	0.83	0.419
1 and 3	0.92	0.368
2 and 4	-1.52	0.146
5 and 7	-1.20	0.246
6 and 8	1.33	0.201
1 and 2	0.89	0.385
3 and 4	-1.64	0.118
5 and 6	-2.46	0.030
7 and 8	0.00	1.000

APPENDIX 17 T-tests for Technology

GROUPS COMPARED	T VALUE	2-TAIL PROB.
1 and 5	0.85	0.406
2 and 6	1.35	0.196
3 and 7	-1.15	0.266
4 and 8	0.71	0.487
1 and 3	2.37	0.029
2 and 4	0.49	0.630
5 and 7	0.27	0.790
6 and 8	-0.33	0.746
1 and 2	-0.33	0.743
3 and 4	-2.20	0.041
5 and 6	0.32	0.752
7 and 8	-0.28	0.785

APPENDIX 18 T-tests for Legibility

GROUPS COMPARED	T VALUE	2-TAIL PROB.
1 and 5	-0.30	0.766
2 and 6	-0.37	0.713
3 and 7	-0.29	0.778
4 and 8	1.99	0.065
1 and 3	0.45	0.657
2 and 4	-1.04	0.318
5 and 7	0.49	0.628
6 and 8	1.11	0.283
1 and 2	-0.15	0.882
3 and 4	-2.07	0.055
5 and 6	-0.33	0.742
7 and 8	0.33	0.746

APPENDIX 19 T-tests for Suitability

GROUPS COMPARED	T VALUE	2-TAIL PROB.
1 and 5	0.54	0.595
2 and 6	-1.62	0.127
3 and 7	-1.54	0.141
4 and 8	0.39	0.705
1 and 3	1.47	0.163
2 and 4	0.37	0.714
5 and 7	-0.40	0.693
6 and 8	2.63	0.019
1 and 2	-0.10	0.920
3 and 4	-1.57	0.133
5 and 6	-2.90	0.010
7 and 8	0.38	0.710

APPENDIX 20 Pearson Correlation Coefficients

	INTERVIEW	HIRE	TECHNOLOGY	LEGIBILITY	SUITABILITY
INTERVIEW	1.0000 (0) P=.	.2568 (80) P=.021	.3895 (80) P=.000	.4263 (80) P=.000	.7200 (80) P=.000
HIRE	.2568 (80) P=.021	1.0000 (0) P=.	.1633 (80) P=.148	.1811 (80) P=.108	.3638 (80) P=.001
TECHNOLOGY	.3895 (80) P=.000	.1633 (80) P=.148	1.0000 (0) P=.	.4361 (80) P=.000	.4712 (80) P=.000
LEGIBILITY	.4263 (80) P=.000	.1811 (80) P=.108	.4361 (80) P=.000	1.0000 (0) P=.	.5220 (80) P=.000
SUITABILITY	.7200 (80) P=.000	.3638 (80) P=.001	.4712 (80) P=.001	.5220 (80) P=.000	1.0000 (0) P=.

APPENDIX 21 Letter to Debrief the Subjects

1 December 1989

Dear Sir/Madam,

Earlier this year you participated in some research about résumés. I would like to take this opportunity to thank you very much for your help, for without it this research would not have been possible. As I promised, here is a summary of what was being studied and the results that were found. (The thesis will be at the main library of the University of Canterbury, from 1990).

I was interested in the effects of résumé format [line spacing (single or one and a half); letter spacing (normal or spaced); and font (typed or laser printed)] on five dependent variables. Firstly, I wanted to determine if the résumé format could affect the employers' decision to grant interviews. This did not happen.

Secondly, I was interested to determine if the format of the résumés could affect the likelihood of applicants' being hired. However, although there was no overall statistically significant result for résumé format by hire, there was a significant result using T-tests. Applicants whose résumés were laser printed (New York font) with normal line and letter spacing were more likely to be 'hired', than applicants whose résumés were laser printed with normal line spacing and spaced letters.

Thirdly, I was interested in the affect of the résumé format on the legibility of the text. In this research legibility was not affected by line or letter spacing.

Fourthly, I was interested to determine whether or not résumé format could affect the employers perceptions of the applicants 'technological ability'. I thought that with the increasing use of computers and laser printed fonts applicants who used a computer font might appear more 'technologically aware', than applicants who used a typewritten font. Consequently I believed that applicants who were perceived as 'technologically' aware, might be more likely to be granted an interview or hired. There were two statistically significant results for 'technology'. Applicants whose résumés were typed with normal letter and line spacing were perceived as having more technological

knowledge than those with typed résumés with normal letter spacing and spaced lines. Also, applicants whose résumés were typed with spaced lines and letters were perceived as having higher technological awareness than those whose résumés were typed with spaced lines and normal letters. Although these results are significant, neither were expected because these résumés differ with respect to line and letter spacing, rather than font.

Finally, I wanted to determine if the format of the résumés could affect the applicants' suitability for the organisation. There were two significant results. Firstly, applicants whose résumés were laser printed with spaced letters and normal line spacing were perceived as being more suitable for the Growrite organisation than those whose résumés were laser printed with spaced letters and spaced lines. Secondly, applicants whose résumés were laser printed with normal line spacing and spaced letters were perceived as being more suitable than those with laser printed résumés with single line spacing and normal letter spacing.

Again, thank you for all your help.

Yours faithfully,

A handwritten signature in cursive script, reading 'E J Shackley'.

Evelyn J. Shackley